



Missouri Reading First

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***Missouri's Best Opportunity to Ensure All Children Will Read Well by the End
of Third Grade***



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READING FIRST APPLICATION – MISSOURI 2003

Abstract

Name of Project: Missouri Reading First

Grant Amount: \$14,908,815.00

Description of Project: Missouri is committed to the effective implementation of READING FIRST with the goal of all children reading at or above grade level by the end of third grade. Funds will be used to support ongoing, comprehensive professional development to ensure all teachers have the skills they need to teach ALL children to read successfully. Funds will also be used in training teachers to use screening, diagnostic, progress, and outcome assessments in order to inform instruction and track student progress. The establishment of research-based comprehensive reading programs for students in kindergarten through grade three will also be supported.

MO READING FIRST will award subgrants to eligible local educational agencies (LEAs) on a competitive basis using criteria that distinguish among the quality of programs and the instructional approaches proposed by applicants. Only LEAs showing an understanding of the five essential components necessary for raising student achievement will be funded.

Awards will be of sufficient size and scope to enable LEAs to improve reading instruction, leading to higher student achievement. The amount awarded to the LEA will be related to the number and percent of K-3 students who are reading below grade level. In addition, the percentage of MO READING FIRST funds awarded to an LEA will not be less than the percentage that LEA received of the state's Title I, Part A funds during the previous year. LEAs will specify the schools participating in the project and the amount designated for each school. These amounts will be large enough for eligible schools to implement effective comprehensive reading programs.

The state education agency (SEA) will use the 20 percent reservation to provide regional Facilitators and Reading Specialists who have been trained in the tenets of READING FIRST to provide support for districts implementing MO READING FIRST. The Facilitators and Reading Specialists will:

- model effective research-based instruction and mentor Reading Coaches and classroom teachers,
- assist in the implementation of assessments and in the use of data to inform instruction and track student progress,
- assist in organizing schools and classrooms to provide the kinds of grouping and interventions that will lead to all children reading at or above grade level by the end of third grade,
- provide support to building and district leaders so implementation of MO READING FIRST is efficient and effective.

Regional Facilitators and Reading Specialists will work with schools that are approved for MO READING FIRST. They will support each LEA's Leadership Team, administrator, and site Reading Coach implementing SBRR. Assistance will also be made available to schools that do not receive Reading First funding to implement SBRR.

Missouri has 37 Title I schools targeted for school improvement. The majority of these schools are in eligible school districts. These schools will be offered special technical assistance in preparing for MO READING FIRST and in the development of their application.

READING FIRST APPLICATION – MISSOURI 2003

INTRODUCTION

During the last decade, Missouri has become more proactive in the development and implementation of programs to improve student achievement. Because the core of student success resides in the ability to read and write, Missouri has followed the national trend in targeting early literacy achievement. To this end, the following MO READING FIRST goals have been developed in order to establish high standards for all schools of K-3 students in the state.

Every child will read at or above grade level by the end of third grade.

The reading achievement gap will be closed for minority children, English language learners, and children with disabilities.

The number of referrals to special education in the primary grades will be reduced.

Through the use of educational research, the most effective instructional practices in reading have been identified, leading to the development of a framework for supporting the professional development of teachers. The MO READING FIRST plan involves the use of Reading First resources to create and unify efforts around a common purpose and message. Through statewide collaboration of various reading endeavors, each school district will have the opportunity to network, coordinate, and align their reading programs to be congruent with state and federal goals. The major advantage of this process will be the consistency brought to all literacy efforts in Missouri.

I. IMPROVING READING INSTRUCTION

Missouri's plan for Reading First funds will leverage the implementation of scientifically-based reading research (SBRR) instruction in kindergarten through grade three across the state, including districts not receiving subgrants. The Department of Elementary and Secondary Education (DESE) and the Missouri State Board of Education are committed to the tenets of Reading First. The Leadership Team will monitor the implementation of MO READING FIRST to ensure the goals listed above are met.

Every student has the right to a competent teacher, and every teacher has the right to high-quality, ongoing professional development. Research tells us quality reading instruction is the single most powerful tool in the prevention of reading difficulties (Snow et. al., 1998). We know that children who fall behind in first-grade reading have only a one in eight chance of ever reading at grade level (Juel, 1994). When early reading problems emerge without addressing potential sources of difficulty, the consequences for children are devastating. Therefore, these crucial problems need to be addressed before children experience failure and expensive supplementary services are needed (Snow et. al., 1998).

Three factors must be addressed in order to prevent early reading failure. The first factor in successful reading is the presence of a skilled classroom teacher, knowledgeable in teaching the five essential components of a research-based program: phonemic awareness, phonics, vocabulary,

fluency, and comprehension. High-quality professional development and ongoing support are necessary to provide classroom teachers the support needed to achieve optimal results.

The second factor for successful reading is the skillful use of classroom-based assessments and the data they provide. In addition to initial screening assessments, progress monitoring and diagnostic information must be collected to indicate whether children are making adequate progress or beginning to struggle. Using this data, the teacher can plan appropriate instruction and implement intervention strategies for challenged readers.

The third factor necessary for successful reading is strong, knowledgeable leadership at the state, district, and building levels. Leaders must be well informed about effective reading instruction and must be committed to providing the resources, support, and professional development needed to implement such instruction.

By improving existing programs and by coordinating the delivery of services to schools, the state of Missouri plans to utilize Reading First funds to systematically address each of these three areas.

I. A. CURRENT READING INITIATIVES AND IDENTIFIED GAPS

State Efforts and Initiatives

Over the past decade, Missouri has implemented a number of educational initiatives, which have all shared the goal of improving student achievement in all subjects. Several statewide initiatives have addressed the need for professional development for principals and teachers in the area of reading. The MO READING FIRST Leadership Team includes representatives from each of these initiatives, which will allow for program coordination and a capacity to ensure the sum of these efforts reflects scientifically-based reading research.

Following is a brief description of state and federal initiatives begun in Missouri within the past decade:

The Outstanding Schools Act of 1993

The passage of the Outstanding Schools Act in 1993 signaled Missouri's commitment to a public school system that purposefully prepares young people for the 21st century. With this Act, Missouri set forth an ambitious, common sense agenda setting challenging academic standards for all students, supporting professional development of educators to improve the quality of curriculum and instruction, and providing more equitable funding for public education. In addition, the Outstanding Schools Act called for increased accountability for improving students' academic performance in all of Missouri's public schools. In summary, the Outstanding Schools Act included the following initiatives (more detailed descriptions follow):

- The Show-Me Standards—a set of 73 rigorous standards intended to define what students should know and be able to demonstrate by the time they graduate from Missouri's public schools.
- Curriculum Frameworks—frameworks for curriculum development in communication arts, fine arts, health and physical education, mathematics, science, social studies, and curriculum integration, intended to provide assistance to districts in aligning local curriculum with the Show-Me Standards.
- A New Statewide Assessment System—a new performance assessment system combining multiple choice questions, short constructed response questions, and extended performance events, intended to provide an indication of how well students are meeting the Show-Me Standards and how well they compare academically with other students across the country.

- Professional Development for Educators—one percent of each district's basic state aid and one percent of the state's educational budget were set aside to support professional development in order to enhance student performance by improving the knowledge and skills of teachers.

The Show-Me Standards

The Outstanding Schools Act required the State Board of Education to oversee the development of "not more than 75 academic performance standards." The Show-Me Standards, developed over a period of two years with input from teachers, school officials, and citizens, were the result of this mandate. There are 40 "knowledge (content) standards" that provide a solid foundation of knowledge in communication arts, fine arts, health and physical education, mathematics, science, and social studies.

Business and higher education communities have pointed out, in general, students are graduating with some factual knowledge, but are not skilled in abstract thinking, problem solving, or working collaboratively. Students need practice in integrating, applying, and transferring what they are learning in one context or content area to new and different situations. To remedy this situation, the Missouri teachers who developed the Show-Me Standards proposed 33 "performance (process) standards" in addition to the content standards. These performance standards include important process skills students should master in order to gather, analyze, and apply information and ideas; communicate effectively within and beyond the classroom; recognize and solve problems; making decisions to reflect responsible members of society.

Curriculum Frameworks

Missouri's *Frameworks for Curriculum Development* in communication arts, fine arts, health and physical education, mathematics, science, social studies, and curriculum integration acknowledge teachers will bring the vision, ideals, and principles of the Show-Me Standards into their classrooms in unique ways. The role of the *Frameworks* is to provide districts with a "frame" for building curricula using the Show-Me Standards as a foundation. In addition, the *Frameworks* provide indicators of what students should know and be able to demonstrate by the end of grades 4, 8, and 12. They also contain suggested resources, discussions of issues and best practices, and examples of quality student work. Many of the suggested activities encourage an integrated, interdisciplinary curriculum. In fact, the final section of *Missouri's Frameworks for Curriculum Development* provides a discussion of how districts might begin to explore the advantages of curriculum integration.

Missouri Assessment Program (MAP)

The Missouri Assessment Program was developed as a statewide performance-based assessment in core content areas taken by public school students, as required by the Outstanding Schools Act. The assessment system is designed to measure student progress toward meeting the Show-Me Standards, formally adopted by the State Board of Education in 1996. Achievement on this test requires students to have a strong foundation of knowledge and skills in basic subject areas, a comprehensive understand in reading, and the ability to apply what they know to real-world problems and situations.

In communication arts, MAP provides districts, schools, and students with feedback on a number of performance measures. MAP provides an overall scale score in communication arts (a combined score of all reading and writing tasks on the test), scores on individual standards, and a national percentile score on the multiple-choice portion of the test. In addition, MAP disaggregates reading scores so districts can analyze reading data separately. MAP reading scores are derived from the third and seventh-grade Communication Arts MAP tests. The following table shows the percent of third- and seventh-grade students who scored satisfactory or above in reading on MAP for the five-year period starting with 1998.

	1998	1999	2000	2001	2002
Grade Three	65.0%	67.9%	67.6%	71.7%	76.8%
Grade Seven	59.1%	57.5%	59.0%	64.4%	65.8%

The data above shows a clear trend in the right direction, though the improvement varies across years and from district to district.

Professional Development

As stated earlier, one percent of each district's basic state aid and one percent of the state's K-12 education budget are set aside each year to support professional development in order to improve student performance. This level of state support for the professional development of educators is rare. In fact, Missouri is one of only two states in the nation that earmark professional development monies via a line item in the state's educational budget. Many districts in the state have identified reading as a primary target for improvement in their Consolidated School Improvement Plans (CSIP), and utilize these professional development funds to pay for teacher training in the areas of reading assessment and instruction.

Missouri School Improvement Program (MSIP)

The Missouri School Improvement Program (MSIP) provides state oversight for the implementation of all the measures listed above. MSIP requires districts to have a long-range plan for ongoing curriculum development and revision, to develop written curriculum guides for all curricular areas, and to implement the written curriculum.

MSIP has the further responsibility of reviewing and accrediting each of the 524 school districts in the state every five years (approximately 20% of the state's districts are reviewed each year). Following a district's review visit, the School Improvement Committee generates a report covering identified strengths and weaknesses in the areas of resources, processes, and performance. A summary of each report and the committee's recommendations regarding accreditation for each district are presented to the State Board of Education for its approval. Each district then develops and submits a School Improvement Plan addressing the concerns identified in the review report.

In the area of performance, MAP scores are used in conjunction with other performance measures to determine if students in the state are making satisfactory progress. District scores on the MAP reading standards (see previous section) figure heavily into the performance scores of each district, as separate points are given in the performance rubric for districts scoring well or showing improvement in reading.

Regional Professional Development Centers (RPDCs)

In addition to statewide programs, Missouri has established a network of nine Regional Professional Development Centers, each associated with a state university. These centers serve as regional delivery sites for professional development. RPDCs assist local school districts in both academic and technical areas by providing workshops and consultant services. Because these centers are regionally located, they provide a cost-effective delivery system for districts to secure assistance in various areas from district planning and management to curriculum and instructional support. While not currently being used in a coordinated way to deliver training in research-based reading instruction, these centers hold the potential to be a key component in the effective delivery of training across the state.

State Grants

In addition to professional development funds provided to districts through the state budget, the state has offered several state grant programs to schools seeking further assistance on improving student academic achievement. The Class Size Reduction Grant, K-3 is intended to reduce class sizes in the primary grades in order to create a more optimal learning environment for students. The Read to Be Ready Grant program was available to schools for the 2000-2001 and 2001-2002 school years. The purpose of this grant program was to improve instructional and assessment strategies in primary grades reading. The professional development focus of the grant allowed many districts to intensively focus on improvement of instructional strategies and to purchase needed reading materials. Unfortunately, this grant program was suspended as a result of state budget shortfalls.

Missouri Pre-K Standards

The Missouri Pre-K Standards were developed by a broad-based group of individuals whose backgrounds are representative of many facets of the early childhood community. The standards are descriptors of what most children should know and be able to demonstrate by the time they enter kindergarten. These standards are not a curriculum, but rather a framework for communicating a shared set of expectations for preschool children. The literacy standards were completed in 2001. The Missouri Pre-K Standards are intended to be used in a variety of settings by people such as: parents, parent educators, child-care providers, Head Start, and public/private school teachers. They are consistent with current research and recommendations from other state and national initiatives.

Practical Parenting Partnerships (PPP)

Practical Parenting Partnerships is a state training and resource center established in 1992 as a cooperative venture between the Missouri Department of Elementary and Secondary Education and the Danforth Foundation. PPP exists to help schools, parents, and community member's work together for children's healthy physical and mental growth to ensure success in school. To this end, PPP offers professional development in the form of training and workshops, provides resources, and hosts an annual conference to educate school personnel, families, and the larger community.

Reading Success Network (RSN)

The Reading Success Network was implemented in 1999. Fifty Title I reading teachers were selected and trained to assist their districts in utilizing RSN training. Teachers and state department officials were trained in the skills of coaching and mentoring. RSN provided ongoing support for teachers and principals on improving reading instruction for grades K-3. The RSN seeks to enable teachers to meet the challenges of preventing reading difficulties in beginning readers by promoting a comprehensive reading approach with ongoing reading assessment and use of data to inform instruction. This professional development model uses peer coaching and continuing support. Sixty percent of the buildings that have participated in the RSN for at least five years have shown consistent improvement in reading scores on the MAP. Missouri plans to continue the RSN in buildings that have shown substantial improvement.

Missouri Readership Academy

The Missouri Readership Academy began in 1999 as a joint effort of the Missouri Department of Elementary and Secondary Education (DESE) and the Missouri Council of School Administrators. The Readership Academy provides a series of one-day workshops four times per year, with the mission of improving the knowledge base of building-level administrators in the area of reading. Workshops focus on a variety of reading topics, including organizing for effective literacy instruction, using reading assessments to inform instruction, instructional methodology, reading resources, and curriculum. Workshops are led by state and national consultants in the reading field. The Academy is open to elementary and secondary principals with participation being voluntary. The Missouri Readership Academy provides a forum for administrators and principals to network, with the goal of improved reading instruction in their schools.

Missouri Reading Initiative (MRI)

The Missouri Reading Initiative was established in 1999. Its professional development model is a reflection of research-based standards promoted by the Learning First Alliance (1998), the National Staff Development Council (NSDC, 2001), the Center for the Improvement of Early Literacy Achievement (Birdyshaw, 2001), and the North Central Regional Learning Academy (Hassel, 1999).

This DESE-sponsored program is available on a fee basis to all elementary buildings, with priority given to low-performing schools. With the MRI structure, trained coaches visit participating schools and work with K-3 teachers. Over a three-year period, instructional strategies needed for teaching necessary components of research-based reading are addressed. The trainers also work with building principals to develop an understanding of research-based reading and the change process. MRI stresses the use of classroom assessments to inform instruction and to plan appropriate intervention strategies for all readers, especially those who are struggling. Trainers and teachers spend time assessing the curriculum currently in use to see if it is aligned with research and contains the necessary components for students to be successful. MRI's professional development model is comprehensive and long-term, adhering to content that is explicit and systematic in the five essential components. Eighty-seven percent of buildings that have been MRI schools since 1999 have shown improvement in reading achievement.

Identified Gaps

The gaps in reading instruction and performance in the State of Missouri can be thought of in two broad categories: Service Delivery and Student Achievement in Reading.

Service Delivery: In Missouri, the state-supported professional development opportunities in reading have had little coordination, both in terms of collaboration between entities and a unified philosophy based on scientific-based reading research.

The MO READING FIRST program will provide the conditions and the opportunity to require all elements of a scientifically-based reading program to be implemented, and for a collaborative development of a theoretically consistent comprehensive initiative.

In Missouri, there clearly exists the potential for a unified, comprehensive reading initiative based on SBRR principles when the strengths of all the various programs are taken into account. The MO READING FIRST grant would allow for an unambiguous strategic action that would coordinate the activities of all reading initiatives with the same theoretical foundation. This would be accomplished by:

- requiring all reading programs that receive state aid and/or have contact with Missouri's students to participate in SBRR training at summer institutes and at periodic training meetings held under the auspices of MO READING FIRST making the coordination of all reading programs a responsibility of the State Leadership Team; and
- including an annual review of state initiatives and gaps in annual MO READING FIRST reports

Student Achievement in Reading: In the second area of gaps, Reading Achievement, Missouri has shown consistent progress between 1999 and 2002, but large differences still remain between special populations and public school students as a whole.

The following tables* illustrate this proposition in relation to race, special education, and socio-economic status (SES). Table 1 compares the performance of various racial/ethnic groups of 3rd Grade students on the MAP Communication Arts standardized test from 1999-2002.

*Source for Tables 1-3: *Disaggregated MAP DATA 1999-2002*: Missouri Department of Elementary and Secondary Education, Division of School Improvement

**Table 1: Student Achievement on Communication Arts MAP
Standardized Tests 1999-2002
Grade Three Comparison of Racial/Ethnic groups**

	1999			2000			2001			2002	
	A	B		A	B		A	B		A	B
American Indian (<1%)*	26	37		22	38		23	39		37	27
Black (19%)*	11	57		15	51		15	50		19	45
Hispanic (2%)*	19	43		20	45		19	40		22	40
Asian (1%)*	42	22		44	21		39	24		44	22
White (76%)*	33	25		36	25		36	23		40	22

* = Approximate percentage of total student population 1999-2002

A = Sum of percentages for students scoring in Top Two Categories: Advanced and Proficient

B = Sum of percentages for students scoring in Bottom Two Categories: Step 1 and Progressing

The above table supports the conclusion that, while there has been improvement over time, a large performance gap still remains between certain racial/ethnic groups, especially African-Americans, and white, or majority, students. For example, a gap of approximately 21 percentage points remains in 2002 between Blacks and Whites scoring in the top two categories of the MAP test (19% Blacks, 40% Whites), the same as in 1999 (11% and 33% respectively).

The same general conclusion of progress holds for students who have special education needs, but with similar gaps. Table 2 shows the performance results for students with Individual Education Plans (IEPs) or who have Limited English Proficiency (LEPs).

**Table 2: Student Achievement on Communication Arts MAP
Standardized Tests 1999-2002
Grade 3 IEP/LEP Students**

	1999			2000			2001			2002	
	A	B		A	B		A	B		A	B
IEP (7%)*	8	59		11	56		13	49		16	46
LEP (1%)*	9	62		8	70		11	61		12	60
Non IEP (93%)*	32	28		35	26		35	25		39	23

* = Approximate percentage of total student population 1999-2002

A = Sum of percentages for students scoring in Top Two Categories: Advanced and Proficient

B = Sum of percentages for students scoring in Bottom Two Categories: Step 1 and Progressing

Once again, there has been progress; e.g., between 1999-2000 the percentage of IEP students scoring in the two top categories doubled; but there still remains a significant difference between students with IEPs and LEP when compared to the general student population. An

implemented professional development program in reading, based on SBRR, is expected to result in fewer IEP placements and better progress in becoming proficient in reading for students with limited English proficiency.

Finally, the MAP data in Table 3 paints the same picture when comparing students from low socio-economic groups (as measured either by receiving a free or reduced lunch or by being identified as a Title I student) with the non-free and reduced lunch students.

**Table 3: Student Achievement on Communication Arts MAP
Standardized Tests 1999-2002
Grade Three Title I and Free and Reduced Students**

	1999			2000			2001			2002	
	A	B		A	B		A	B		A	B
Title 1 (32%)*	12	53		17	48		18	41		21	41
Free & Reduced (31%)*	15	49		18	45		19	42		22	39
Non Free and Reduced (69%)*	33	27		36	25		27	23		42	20

* = Approximate percentage of total student population 1999-2002

A = Sum of percentages for students scoring in Top Two Categories: Advanced and Proficient

B = Sum of percentages for students scoring in Bottom Two Categories: Step 1 and Progressing

In 2002, the lower SES groups have shown significant improvement in the percentage of students scoring in the top two categories of the MAP test when compared to 1999: from 12% in 1999 to 21% in 2002. However, those students are still half as likely to achieve those levels as children from more advantaged economic backgrounds.

These examples of gaps in reading achievement in Missouri provide a baseline against which progress can be measured in the MO READING FIRST program. A thorough discussion of how outcomes will be defined and measured is presented in the section State Reporting and Evaluation.

I. B. OUTLINE AND RATIONALE FOR USING SCIENTIFICALLY-BASED READING RESEARCH

The following is a brief review of the literature on scientifically-based reading research that will serve as the basis for the implementation of MO READING FIRST. The research basis for each SBRR component will be explained followed by implementation strategies for that component.

Phonemic Awareness

Phonemic Awareness Research

Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words (Snow et. al., 1998). It is the understanding that spoken language is made up of unitary constructs called phonemes. Before children learn print, they need to be aware of how the individual sounds of the spoken language work together to make words. Phonemic awareness consists of tasks ranging from identifying the first sound in a word to more complex tasks such as blending several phonemes into words, blending and segmenting words into phonemic units, and deleting and substituting sounds in a word (Torgesen, Wagner, & Roshotte, 1994). When children combine individual phonemes to form words, they are blending the phonemes. They also are blending when they combine onsets and rimes to make syllables and combine syllables to make words. When children break words into their individual phonemes, they are segmenting the words. They are also segmenting when they break words into syllables and syllables into onsets and

rimes (Ambruster, et. al., 2001). The strategies of blending and segmenting are thought to be directly involved in reading and spelling processes. Blending phonemes helps children to decode unfamiliar words. Segmenting words into phonemes helps children to spell unfamiliar words and also to retain spellings in memory (National Reading Panel, 2001). Growth in phonemic awareness following attainment of beginning levels of understanding and skill is driven primarily by instruction and practice in the use of phonemic decoding strategies in reading (Perfetti, et. al., 1987). Phonemic awareness instruction is separate from phonics instruction in that phonics consists of teaching students how to use grapheme-phoneme correspondence to decode or spell words. However, without the foundation of phonemic awareness, many students fail to benefit from phonics programs because the understanding that sounds map into print symbols remains a mystery. Phonemic awareness is a strong predictor of later success or failure in reading (Adams, 1990). A significant conclusion from the National Reading Panel's (2000) analysis also reveals that adding well-designed phonemic awareness instruction to a beginning or remedial program is likely to result in significant progress in the acquisition of reading and writing skills. Phonemic awareness instruction will be a foundational component of the proposed MO READING FIRST program.

Phonemic Awareness Implementation

Phonemic Awareness is an essential part of student readiness to engage in print. The MO READING FIRST program assures that teachers will:

- understand *phonemic awareness* is only one part of a SBRR reading program
- be given the background and training to provide instructional activities for developing *phonemic awareness* that are explicit, systematic, relevant, engaging, and motivational. These teachers will then provide optimal learning experiences in phonemic awareness to the children.
- be aware phonemic awareness is a means rather than an end.
- assess students before phonemic awareness instruction begins and plan instruction based on the needs of the students. Activities in phonemic awareness should average a total of 18-20 hours of instruction at the kindergarten and first grade levels.
- be taught to assess phonemic awareness with valid and reliable assessments for screening, diagnosing and monitoring and then provide appropriate instructional activities to the whole class or to small groups of children with similar levels of development.
- (along with administrators and regional coaches) review and choose comprehensive reading programs, supplemental materials and assessments to provide appropriate phonemic awareness instruction or will be required to supplement their reading programs with research-based phonemic awareness materials and strategies.

Teachers in MO READING FIRST schools and in statewide professional development will be provided with the theory and background regarding the foundational importance of *phonemic awareness*. The application of *phonemic awareness* in classroom lessons will be demonstrated by Reading Specialists and Reading Coaches with support given to teachers in order to plan *phonemic awareness* lessons. Teachers will be prepared with the skills to assess individual levels of *phonemic awareness* and to plan instruction according to student needs.

Phonics

Phonics Research

Systematic phonics instruction is a way of teaching reading that stresses the understanding of letter-sound correspondences and their use in reading and spelling words (Harris & Hodges, 1995). Systematic and explicit phonics instruction significantly improves kindergarten and first-grade children's word recognition, spelling, and comprehension. It is effective for children from various social and economic levels and particularly beneficial for children who are having difficulty learning to

read (Armbruster, et. al., 2001). The National Reading Panel report (2000) describes an essential part of the process for beginning and struggling readers involves learning the alphabetic system, that is, letter-sound correspondences and spelling patterns, then learning how to apply this knowledge to their reading. Phonics involves the understanding that a predictable relationship exists between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language). Readers use these relationships to recognize familiar words accurately and automatically, as well as to decode unfamiliar words. Multiple opportunities to practice newly learned decoding skills increases a student's progress in becoming a successful reader. Reading comprehension is also dependent on strong decoding and word recognition skills.

The National Reading Panel (2000) found solid support for the conclusion that systematic phonics instruction makes a bigger contribution to children's growth in reading than alternative programs providing unsystematic or no phonics instruction. They also concluded it is important to remember the goals of phonics instruction. Phonics should provide children with some key knowledge that can be applied in their reading and writing. Programs that focus too much on teaching letter-sound relationships and not enough on application are likely to be ineffective. Phonics, like phonemic awareness, is a means to an end and must be integrated with other reading instruction to create a comprehensive program.

Phonics Implementation

Research points to the fact that decoding instruction must be explicit to benefit beginning and struggling readers. Phonics instruction must be systematic, allowing ample opportunities for students to practice daily reading. Teachers in MO READING FIRST schools and throughout the state will:

- be given the background and training to understand systematic phonics instruction as predictable relationships between written letters and spoken sounds.
- be given the background and training to differentiate between systematic and nonsystematic phonics programs.
- understand phonics instruction should extend from kindergarten to second grade.
- work with administrators and regional coaches to review and choose comprehensive reading programs, supplemental materials and assessments to provide substantial practice in applying knowledge of these relationships as students read and write.

Reading Fluency, Including Oral Reading Skills

Fluency and Oral Reading Research

Fluency is the ability to read text accurately and quickly, with proper expression. It is often described as the most neglected reading skill. For much of the 20th century, researchers have ignored the study of fluency because it was assumed to be linked to decoding ability. If a reader had appropriate decoding strategies, the issue of fluency was thought to be a natural outcome. Therefore, efforts have historically been directed toward word recognition, but this was found to be inadequate. This National Reading Panel report (2000) focused one major instructional approach to fluency. The approach includes procedures that emphasize repeated oral reading practice or guided repeated oral reading practice. These procedures would include repeated readings (Samuels, 1979), neurological impress (Heckelman, 1969), radio reading (Greene, 1979), and paired reading (Topping, 1987). An extensive review of literature by the National Reading Panel (2000) confirmed the theory that fluency can be encouraged through instructional procedures. Classroom practices such as repeated oral reading with feedback and guidance leads to higher reading skills for both good and challenged readers.

A recent study by the National Assessment of Educational Progress on fluency in American education found a close relationship between fluency and reading comprehension (Pinnell et. al., 1995). Fluency seemed to provide a bridge between word recognition and comprehension. Fluent readers

are able to concentrate on text instead of focusing on individual words. Re-reading of familiar texts, shared reading, and independent reading can all contribute to fluency. Reading aloud to students provides a model of fluent, expressive reading that can also assist students in developing fluency.

Fluency and Oral Reading Implementation

Teachers in MO READING FIRST schools and throughout the state will be given the background and training to:

- understand reading fluency is the ability to read a text accurately and quickly, freeing students to understand what they read.
- develop reading fluency in students by modeling fluent, expressive reading and engaging students in repeated oral reading with guidance.
- monitor student progress by using formal and informal measures to assess fluency.
- work with administrators and regional coaches to review and choose comprehensive reading programs, supplemental materials and assessments to provide substantial practice in reading fluency.

Silent guided reading can assist in the development of fluency, but should not replace explicit fluency instruction in the classroom. Rather than allocating excessive instructional time for independent reading, students should be encouraged to read more outside of school (Armbruster, 2001). They can read with an adult or other family member to provide extended practice in fluency development. The benefits of outside reading for students is supported in reading research (Snow, et. al., 1998; Olmstead, et. al., 1982; Pfannenstiel, et. al., 2002; U.S. Department of Education, 1994). Since appropriate reading material may be limited in the home environment, LEAs will develop a program where books may be taken home for reading practice.

Vocabulary

Vocabulary Research

The role of vocabulary is integral to the process of reading. Since Davis' (1942) work in which he presented evidence that comprehension entailed vocabulary and reasoning, the perspective that vocabulary is a strong component of comprehension is widely accepted. Vocabulary includes the development of stored information about the meanings and pronunciation of words necessary for communication. Instruction in vocabulary and other language concepts, such as word structure, origin, and meaning, is advocated by the National Reading Panel (2000). Though at different levels, vocabulary and comprehension both connect meaning to text; vocabulary usually refers to word level, and comprehension to larger units of text.

Vocabulary Implementation

Instruction in vocabulary across contexts and activities helps students retain new vocabulary. MO READING FIRST teachers will be given the background and training to:

- understand vocabulary is learned both directly and indirectly.
- develop techniques and strategies to extend student vocabulary through: teaching specific words, using extended instruction, repeating exposure to vocabulary in many contexts, teaching use of the dictionary and other reference aids, using word parts and context clues.
- work with administrators and regional coaches to review and choose comprehensive reading programs, supplemental materials and assessments that provide substantial practice in applying strategies to extend student vocabularies.

Comprehension

Comprehension Research

Comprehension has come to be viewed as the essence of reading (Durkin, 1993). This perspective has evolved from one of the 1970's researchers, Markman (1977), who studied readers' awareness of their comprehension processes. In the cognitive research of the reading process, reading is active and purposeful (Pressley & Afflerbach, 1995). From this perspective, a reader reads a text to understand and construct memory representations of what is understood, and to put this understanding to use (Snow, et. al., 1998). Text comprehension can be improved by instruction that helps readers use specific comprehension strategies (Armbruster, et. al., 2001). Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text. Explicit instruction in comprehension can be taught by directing students as to how to use specific cognitive strategies. Key explicit strategies for teaching comprehension include:

- generating literal and inferential questions as the students read,
- summarizing key points,
- rereading if confused,
- finding main ideas,
- working in groups to find answers to literal, inferential, and evaluative questions,
- predicting and evaluating.

Teachers demonstrating cognitive strategies out loud with students can be a powerful technique for helping students connect to text.

Comprehension Implementation

Generally when readers are given cognitive strategy instruction, they make significant gains on measures of reading comprehension over students with conventional instruction (Pressley et. al., 1989; Rosenshine & Meister, 1994).

Teachers in MO READING FIRST schools and throughout the state will be given the background and training to:

- understand that reading comprehension is a key component of a research-based approach to developing literacy.
- understand that comprehension can be taught through explicit instructional strategies.
- teach comprehension strategies through cooperative learning, assisting readers to use strategies flexibly.
- work with administrators and regional coaches to review and choose comprehensive reading programs, supplemental materials and assessments to provide substantial practice in applying text comprehension.

Many comprehensive programs incorporate comprehension strategies into the teachers' guides and student materials. Extensive training and coaching will be used to make sure teachers implement a comprehensive program reflecting SBRR.

Assessment

Assessment Research

Effective assessment makes it possible for teachers to monitor and document children's progress over time, ensure that instruction is responsive and appropriately matched to what children are able to do, enable children to observe their own growth and development, and identify children who might

benefit from more intensive levels of instruction, such as individual tutoring, or other interventions (Neuman, Copple, Bredekamp, 2000). In addition to explicit systematic instruction in the five essential components, effective reading programs integrate screening, diagnostic, progress monitoring, and outcome assessments that are valid and reliable into the instructional program. Frequent assessment of developing readers, and the use of that information for planning instruction, is the most reliable way of preventing children from falling behind. The results of these assessments are used to ensure teachers' and tutors' strategies are appropriate for each student's needs.

The prevention of reading failure hinges on beginning instruction, early intervention, and frequent assessment of reading skills. Students must be assessed in the five areas of reading instruction; phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Through this process, teachers are assured that students are progressing toward grade level and will be proficient in reading by the end of grade three.

Assessment Implementation

The MO READING FIRST expects LEA and building administrators, teachers, and students to be working toward the goal of grade level reading by ALL. Students working toward achievement of this goal will be assessed using benchmarks at the kindergarten, first and second grade levels. Explicit training on the administration and interpretation of assessments will be conducted during the professional development process.

For a prevention-oriented system of assessment to be comprehensive and effective it must:

- measure growth on the five essential reading skills on a frequent and ongoing basis.
- reliably predict success toward criterion measures of reading performance.
- provide an instructional focus that will prevent reading failure while promoting reading success.
- be efficient and economical to administer with minimal disruptions of instructional time.
- be easy to administer and score in a reliable way. (Good, Kaminski, & Hill, 2000)

Intervention

Intervention Research

Appropriate interventions within the regular classroom for those students who begin to fall behind their peers are a necessary part of an effective reading program. Immediate, intensive intervention should preferably be given by the regular classroom teacher through the use of small group instruction with children having the same needs. Part of every instructional day should be structured to allow the classroom teacher to work with small groups of children that are flexibly organized according to the children's specific instructional needs. However, it might be necessary to bring in additional professionals into the classroom for intensive instruction that is beyond the classroom teacher's capacity (Foorman & Torgeson, 2001). Reading problems occur disproportionately among certain groups of children, particularly those growing up in poverty, those attending schools in large urban systems, and those who arrive at school speaking languages other than English. As many as two-thirds of all black and Hispanic fourth-graders read below acceptable standards; perpetuating social inequities (Snow, et. al., 1998). For children at risk for reading difficulties, increased instructional intensity has shown positive effects (Elbaum, et. al., 1999). According to research (Strickland & Snow, 2002; Torgeson, et. al., 2002), successful intervention programs share certain elements:

- more time on task with materials students can handle successfully,
- variety of activities, including rereading familiar text, introduction of new texts, writing opportunities, and word study, including systematic phonics,

- frequent monitoring of individual progress,
- seeking the involvement of families,
- extra training and support for aides, volunteers, and teachers.

Because success in reading builds on the same skills for all children, successful interventions do not require instruction that is qualitatively different from other children. Instead, they need more focused, more intense, and more individual application of the same instructional principles for children who show signs of reading failure. Intervention can be done on an individual or small group basis. It can be accomplished during the school day or after school. It can also be delivered during summer programs. Ultimately, this level of intervention can only take place if schools have strong and knowledgeable classroom teachers. Research has found that effective intervention programs have limited value if students who exit the program do not go on to receive effective classroom reading instruction (Pressley, 1998).

Intervention Implementation

Intervention in the classroom happens for all students who are engaged with a knowledgeable, skillful teacher, who makes instructional decisions on what is grounded in research, meeting the needs of each individual student. Interventions for students experiencing reading difficulty should occur at two levels. Children who are working approximately between the 39th and the 20th percentiles should be given additional focused instruction at the first indication of falling behind in whatever skills or concepts seem to be preventing reading progress. Grouping of students with similar difficulties can facilitate instructional management. There should be a minimum of 30-45 minutes daily of small groups (3-5 students) teacher-directed instruction. This should be supplemented with 15-30 minutes of prioritized reading instruction. (IDEAS) The second level of intervention is for students who are working below the 20th percentile. These students need even more intensive instruction in targeted skills that will assist them in reading at or above grade level. Their groups may be even smaller than those in which students are receiving the first level of intervention, including individual tutoring.

Additional interventions may be provided by a Title I reading teacher and/or a special education teacher. These interventions may make use of a variety of strategies and materials that are especially suited for the needs of this student population. All of the interventions described will be implemented as an integral part of high-quality classroom instruction rather than introducing a different set of procedures.

Materials used for intervention purposes must not layer on top of the core reading program, but fill gaps where necessary.

Professional Development

Professional Development Research

Professional development must be an integral part of a successful reading program (Snow, et. al., 1998). For teachers to learn a new behavior and effectively transfer it to the classroom, several steps are necessary: understanding the theory and rationale for the new content and instruction; observing a model in action; practicing the new behavior in a safe context; and trying out the behavior with peer support in the classroom (Learning First Alliance, 2000). Professional development that supports long-term improvement of reading instruction must be systematic and include the three phases of initiation, implementation, and institutionalization (Fullan, 1991). Research-based professional development activities:

- are an integral part of broad schoolwide and district wide educational plans;
- give teachers, principals, and administrators the knowledge and skills to develop in all students the ability to read at or above grade level by the end of third grade;
- improve classroom management skills;

- are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom;
- are designed to give teachers of LEP children and other teachers and instructional staff the knowledge and skills to assist LEP students to become proficient readers;
- are designed to give all teachers of children with special needs knowledge and skills to teach those students to become proficient readers;
- provide instruction in the use of data and assessments to inform and instruct classroom practice; and
- are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings used to improve the quality of professional development.

Professional Development Implementation

Effective professional development as applied to MO READING FIRST includes activities that increase teachers' knowledge and understanding of research-based reading, including how children learn to read successfully. The professional development planned for the MO READING FIRST effort will be provided by *experts* in the field of research-based reading and by *regional facilitators*, *reading specialists* and *district coaches* who have been trained in the tenets of research-based reading. MO READING FIRST Professional Development will include:

- **Level One** training will be Train-the-Trainers sessions on SBRR to be attended by the Department of Elementary and Secondary Education (DESE) staff from the Federal Instructional Improvement and Discretionary Grants, MO READING FIRST Facilitators and Reading Specialists, Missouri Reading Initiative Trainers and Staff and University faculty throughout the state. Experts in each field of research-based reading will be secured and brought to Missouri to provide training at the state level around a specific area of expertise.
- **Level Two** training will be Train-the-Coaches sessions on SBRR to be attended by local reading coaches who will be providing professional development on site to funded schools. Training of the Coaches will be conducted by MO READING FIRST Facilitators and Reading Specialists, supported by other *Level One* trained professional development providers. **Level Two** training will also include sessions on Literacy Leadership for the building and district administrators and LEA Leadership Teams. This training will be conducted by MO READING FIRST Facilitators and Reading Specialists, supported by other *Level One* trained professional development providers on SBRR.
- **Level Three** training will include sessions on SBRR at the building level including administrators, K-3 classroom, Title, and K-12 special education teachers. Training will be the responsibility of MO READING FIRST Facilitators and Reading Specialists and district Reading Coaches.
- **Level Four** training will include sessions on SBRR conducted throughout the state for non-funded schools. Training will be the responsibility of MO Reading First Specialists and all *Level One* trained professional development providers.

With the involvement of higher education representatives in training, MO READING FIRST will collaborate with universities throughout the state to facilitate the inclusion of SBRR content in reading classes for preservice and in-service teachers.

Comprehensive Reading Programs

Choosing or Developing Comprehensive Reading Programs Research

Schools that have been the most successful in improving reading results for their students have comprehensive reading programs in place that include all aspects of research-based reading discussed in this section. Instruction that proves effective recognizes learning builds on prior knowledge. Beyond a collection of objectives and activities, effective instruction requires a plan that extends across time (Snow et. al., 1998). Programs that are based in scientific research assist teachers with explicit and systematic strategies for instruction in the five essential components. All features of a strong program are aligned to support students in accomplishing grade level expectations.

Comprehensive Program Implementation

Training on the selection of a comprehensive reading program will be part of the content for state and local professional development. Missouri Grade Level Expectations (Appendix F) will provide a basis for LEA program selection. This information will be shared with LEA's during their application process. Two questions to be answered in an evaluation of the existing program are:

1. Is the program grounded in scientific research? An evaluation of a comprehensive program must assess the degree to which the core content and instructional design are scientifically based.
2. Is the program being used for its intended purpose? Programs can be classified as comprehensive, supplemental, or intervention. If a program is used for a purpose other than for which it was developed, it is probably not very effective. Comprehensive programs provide complete instruction in the essential components of reading. Supplemental programs provide additional instruction in one or more areas of reading. Intervention programs provide additional instruction to students performing below grade level or who are beginning to fall behind their age peers.

If the existing program is not research-based, LEAs will select a new comprehensive program rather than modify or "layer" on existing programs. The rubrics in Appendix A (Kame'enui & Simmons, 2000) must also be used to evaluate existing programs or new programs being considered. Publishers will be asked to provide SBRR for any programs being considered.

Instructional Design

Instructional Design Research

Teachers of primary grade students must understand extensively how children develop and learn. They must know and be able to apply a variety of teaching strategies depending on the needs of individual students (Snow et. al., 1998). Strengths and weaknesses of students must be identified in order to plan and manage effective instruction. Features of well-designed programs include explicit and direct instructional strategies; coordinated instructional sequences, ample practice opportunities, and aligned student materials in which a high proportion of the words children read conform to the phonics they have already been taught. Otherwise, students will have limited opportunities to practice, refine and extend their reading skills. A strong instructional design also maximizes student learning by making use of classroom-based assessment to inform instruction for individual children, flexible grouping for skills instruction, and specific interventions for students who begin to fall behind their peers (Strickland & Snow, 2002).

Instructional Design Implementation

The importance of planned, high-quality instructional design is vital in reaching each child's potential in reading achievement. To better meet the goals of MO READING FIRST, school districts must be definitive on how classroom instruction is based on the principles of SBRR. Schoolwide, it is imperative to organize at least 90 minutes of uninterrupted instructional time for each class that will allow for a variety of reading instruction to take place.

Aligned Materials

Aligned Materials Research

Teachers who motivate effective reading practices among students know how to provide a wide range of high-quality books and other reading materials (Strickland & Snow, 2002). Student materials that are in addition to those provided by the basic program should be chosen to meet two goals: (1) to support daily independent reading of texts selected to be of particular interest for the individual student, and beneath the individual student's frustration level, in order to consolidate the student's capacity for independent reading, and (2) to support daily assisted or supported reading and re-reading of texts that are slightly more difficult in wording or in linguistic, rhetorical, or conceptual structure in order to promote advances in the student's capabilities (Strickland & Snow, 2002).

Aligned Materials Implementation

LEAs must provide rich and varied materials, including fiction and nonfiction. Reading material must be available on many levels to support the diverse needs of individual children. These materials will often be used during interventions for children who need additional support and practice. All students must be encouraged to read outside the classroom and school environment. The benefits of outside reading for students is supported in reading research (Snow, et. al., 1998; Olmstead, et. al., 1982; Pfannenstiel, et. al., 2002; U.S. Department of Education, 1994). Since appropriate reading material may be limited in the home environment, LEAs must develop a "Take Home" literacy program to encourage students and parents to read more outside the classroom. Efforts to assist parents to read with their child at home must be made (Pfannenstiel, et. al., 2002).

Instructional Leadership

Instructional Leadership Research

Characteristics of effectiveness in public schools include the principal's attention to quality instruction, a pervasive and broadly understood instructional vision, and high expectations for student achievement (Sweeney, 1982; Edmonds, 1982). If schools and districts are to meet the goal of having all children read at or above grade level by the end of third grade, leadership at the district and school level is crucial. Principals serve in various roles from implementer of district policy to supervisor of the educational operations of the school. The primary responsibility of the principal, however, is to improve instruction, with the majority of their time being spent on curriculum and staff development (Zepeda, 1999). Ellis (1986), in a meta-analysis of studies, examined successful instructional leaders identifying common practices. The findings suggest that effective instructional leaders:

- Develop programs based not only on their own personal beliefs and values, but also, based upon their knowledge and understanding of the specific needs of the school and community;
- Set high expectations within their schools and reinforce them through daily interactions with staff and students;
- Promote collaboration; and,
- Cultivate mutual trust among their teachers.

Every school is comprised of individuals students, teachers, staff, and parents, who bring to the school culture their own beliefs and attitudes. It is the role of the instructional leader in a school building to determine what the school culture entails and to bring it in line with high expectations and high support for all. Though “change” can be challenging and time-intensive for all learners, a strong instructional leader can interact with teachers in such a manner that professional growth is acknowledged and pursued.

Instructional Leadership Implementation

Instructional leadership at the building level is one of the most important factors of MO READING FIRST success. Building principals help clarify the focus on reading and keep staff on target in reaching the goal of grade level and above reading proficiency for all students. To this end, the MO READING FIRST requires the building principals receive high quality professional development with teachers to become familiar with SBRR and the efforts they can make to remove all barriers for student success. The following are expectations of LEA leadership:

- Assurance that primary grade teachers and administrators attend training sessions to develop a thorough knowledge of SBRR. This will be provided through on-going professional development throughout the course of the project.
- Expectation to form a leadership team of school personnel including: administrators (principals and superintendent), the Reading Coach, a district leader responsible for MO READING FIRST (e.g. data management, professional development management, alignment to Show Me Standards, reporting results, etc.), teachers, library media specialist, Special Education Administrator, Title I representative and speech and language clinicians.
- Superintendents and central office staff make sure needed resources are available and monitor how these resources are used to improve education, removing barriers so teachers and students can maintain a focus on reading.
- Principals spend time in classrooms observing reading instruction and student reading performance. The following aspects of leadership are most important in the success of any school reform, but especially reading.

Through strong instructional leadership practices, principals must exhibit:

- **Accountability** – Principals must use data from ongoing assessments in order to provide extra assistance to teachers. District and building administrators must examine data from schools and, when necessary, provide immediate intervention for students for whom the reading program is not working, provide additional assistance to teachers who have difficulty in reading instruction, and offer support in determining the types of interventions appropriate to respond to this lag in reading proficiency. Data will also be used to determine additional professional development that is needed. Assessments must provide data for all levels: district, school, classroom, and child.
- **Commitment** – District and building leadership must be committed to the principle that “all children can and will learn to read.” They must focus on primary level reading achievement, and be willing to utilize funding from diverse sources to support program implementation with materials, coaches, and staff development. Principals must protect reading instructional time by making a firm commitment to a minimum of 90 minutes uninterrupted reading instruction per day.
- **Sharing** – The importance of educators learning from each other’s successes cannot be overemphasized. Teachers need time to meet regularly and share what works. Collaboration time will only be available if building leaders restructure schedules and if district administrators support that use of time during the school day. In addition, principals should be given a systematic opportunity to learn from other principals.

Leadership at the State Level

In order for statewide reform in reading instruction to be successful, leadership and support must be initiated from the state level. The Missouri State Board of Education and Dr. D. Kent King, Missouri Commissioner of Education are committed to the belief that all children can learn to read. This commitment will be evidenced in the following ways:

- Newsletters from the Commissioner of Education and the Chair of the State Board of Education will discuss the importance of research-based reading instruction.
- Assessment data will be made available in a timely manner and in a format easy to understand.
- Schools with high reading achievement will be recognized and asked to serve as models.
- DESE staff will support improved instruction in reading by working with higher education agencies to align preservice curricula with the goals of MO READING FIRST. University reading staff will be invited to SBRR training so the information can be included in all teacher education programs. A task force of university officials and DESE staff from MO READING FIRST and from the Teacher Certification Section will be formed to assess the certification requirements in preservice education for teaching reading. This task force will make recommendations for improving preservice programs.
- State-level policies and actions will support implementation of research-based reading programs, professional development, and valid and reliable classroom assessments.

I. C. STATE DEFINITION OF SUBGRANT ELIGIBILITY

Eligibility for a MO READING FIRST subgrant will be based on two criteria, academic performance and socio-economic factors. A district must meet both criteria to be eligible for the grant. The first criterion is the percent of students who are reading below grade level on the third-grade communication arts MAP. The second criterion can be met by the percent of students who are below the census poverty line, or if the district serves more than 6,500 students from families below the poverty line, or if the district resides in an enterprise community, empowerment zone, or if the district has at least one building that qualifies under Title I as a building targeted for school improvement.

In Missouri, districts having at least 30 percent of third-graders reading below grade level **and** at least 15 percent of students at the census poverty level or more than 6,500 students from families below the poverty line, or if the district resides in an enterprise community, empowerment zone, or if the district has been targeted for school improvement will be eligible to apply.

Out of the state's 524 districts, 258 districts meet both criteria. These eligible districts represent urban and rural areas found in all parts of the state, including those districts located in an enterprise zone. See Appendix B for a list of eligible districts.

I. D. SELECTION CRITERIA FOR AWARDING SUBGRANTS

See Appendix C. A rubric has been included in the application that will be used by expert reviewers to review applications and assign points in terms of the following criteria:

I. D. i. DISTRICTS AND BUILDINGS TO BE SERVED

The LEA will identify the buildings in the district included in MO READING FIRST. The criteria must include free and reduced lunch percentage and number of children scoring in the bottom two levels of the Third Grade Communication Arts MAP. In multiple attendance areas, the LEA must target

buildings having the highest percent of students in Step 1 (the lowest category of achievement on the MAP), buildings with the highest percent of students on free or reduced lunch , and Title I buildings that are in school improvement.

I. D. ii. INSTRUCTIONAL ASSESSMENT

MO READING FIRST requires schools to establish and maintain a comprehensive system of reading assessment. An effective and comprehensive assessment system must include:

Standards:

- Assessment of students in each grade K-3
- Assessment of the five essential components in reading
- Assessments in the following four main types
 - (1) Screening assessments: brief assessments administered at the beginning of the school year to all students in grades K-3 with a focus on critical reading skills used to identify students at risk for reading difficulty
 - (2) Diagnostic assessments: in-depth assessments administered throughout the year to determine specific student instructional needs
 - (3) Progress monitoring assessments: used to determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes
 - (4) Outcome measures: required as part of the program evaluation of student outcomes and used to determine whether students have achieved expected grade level skills (See Assessment Table page 23)

Assessments in the five essential reading areas to be used in MO READING FIRST classrooms have been identified and described. The selection of each assessment was guided by “An Analysis of Reading Assessment Instruments for K-3” which is the final report of the Assessment Committee for the Institute for the Development of Education Achievement, and was developed to provide assistance in the selection and use of reading assessment instruments for grades K-3.

An LEA's application must specify the following:

- Clear goals and grade level expectations
- A framework for implementing an effective assessment program to answer these questions;
 - How will results be used to inform instruction and plan appropriate interventions?
 - How will data be used to provide feedback for site planning?
 - How do assessments align with the instructional program?

The LEA application must describe assessments not included in the SEA assessment plan, but that are part of the core program. Each assessment used must include a description of its validity and reliability and application for use in the classroom. The LEA must also describe how assessment will be used to differentiate instruction of all struggling readers, including limited English proficient and special education students.

Exceeds Standards:

The LEA improves its application by explaining:

- Who will administer assessments
- Who will score assessments
- Who will manage and communicate data
- The timeline for administering assessments

MO Reading First Assessments

DIBELS

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. The measures are designed to be short (one minute) fluency assessments used to regularly monitor the development of pre-reading and early reading skills. DIBELS was based upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports. DIBELS assessment is required for use in MO READING FIRST schools in order to measure phonemic awareness, phonics, and oral reading fluency. It can be used for the purposes of screening, progress monitoring, and outcome assessment. DIBELS currently provides valid and reliable data related to the following essential content:

- Phonemic awareness and phonics in kindergarten (initial sound fluency, phoneme segmentation fluency, nonsense word fluency and letter naming fluency)
- Phonemic awareness, phonics, and oral reading fluency in Grade 1 (phoneme segmentation fluency, nonsense word fluency and letter naming fluency)
- Oral reading fluency in grades 2 and 3 (oral reading fluency)

DIBELS meets the validity and reliability criteria for use as a screening, monitoring, and outcome instrument.

Missouri Assessment Project (MAP)

The MAP will be the outcome assessment used in third grade to present the state with consistent, reliable and valid data. MAP scores provide information about what individual students know and can do relative to the Missouri Show-Me Standards. The Department of Elementary and Secondary Education (DESE) and CTB report a MAP scale score, a MAP achievement level, and a Terra Nova national percentile for individual students. Educators may use these quantitative and qualitative results to make inferences about a student's proficiency relative to the content and process standards (Appendix D).

TerraNova

Annual outcomes for Reading First schools will be measured using a common set of tests from the TerraNova assessment series in Grades K-2 and the state's Missouri Assessment Program (MAP) Grade 3 Communications Arts assessment. For Grades K-2, TerraNova solidly meets the technical quality requirements of Reading First, with reliability coefficients in the .82-.94 range, content validity indices in the .86-.88 range, and strong documentation of construct validity. The national norming sample is well matched for Missouri schools and students, thus providing relevant data for schools. In addition, use of the TerraNova offers a link to the MAP since a TerraNova test is currently incorporated as part of MAP Communication Arts assessment at Grades 3, 7 and 11. Use of TerraNova will also provide complimentary cross-grade data for local testing programs since over 40% of Missouri school districts already use TerraNova at some grade levels.

The following chart outlines the specific plan for using *TerraNova* to meet Reading First outcome assessment data needs.

Reading First Core Area	<u>Kindergarten</u> <i>TerraNova</i> Complete Battery*	<u>Grade 1</u> <i>TerraNova</i> Multiple Assessments*	<u>Grade 2</u> <i>TerraNova</i> Multiple Assessments*	<u>Grade 3</u> MAP Communication Arts
Phonemic Awareness	Sound/visual Recognition objective	Word Analysis <i>Plus Test</i>	Word Analysis <i>Plus Test</i>	Proficiency Level on the MAP Communications Arts Test
Phonics	Introduction to Print objective	Word Analysis <i>Plus Test</i>	Word Analysis <i>Plus Test</i>	
Vocabulary	Oral Comprehension objective	Vocabulary <i>Plus Test</i>	Vocabulary <i>Plus Test</i>	
Comprehension	Reading Comprehension test	Reading Comprehension test	Reading Comprehension test	
Fluency	Not assessed on a paper-pencil large scale test			

* Complete Battery is all multiple choice items; Multiple Assessments include both multiple choice and open-ended items.

All Reading First schools will receive a specific set of TerraNova score reports to support use of the outcome assessment data. For all Reading First Grade Levels, these will include an Objectives Performance Report with a crosswalk to the Missouri Communications Arts standards and a Lexile Rank Report to verify which students are reading at or above expected grade level. Additionally provided for students in Grade 2 will be a Missouri Achievement Level Report that identifies each student's projected Proficiency Level on the Grade 3 MAP (based on a linked-student data research study conducted by CTB). For students in Grade 3, the Reading score from the selected response section of the MAP can be used as the Grade 3 outcome measure. Because this Reading score is from TerraNova, districts can maintain longitudinal data from Grades K – 3 for Reading First. Professional development will be provided to support Reading First educators' interpretation of outcome assessment data and ways to link their results to other Reading First assessment data and to classroom instruction.

Early Reading Diagnostic Assessment-Revised (ERDA-R)

The Early Reading Diagnostic Assessment (ERDA) is a developmentally appropriate battery that assesses the reading skills of students, kindergarten through third grade. It is individually administered and can be used as a screener, diagnostic, and outcome measure. The subtests were derived from the Wechsler Individual Achievement Test (WIAT, The Psychological Corporation, 1992), the Wechsler Individual Achievement Process Assessment of the Learner-Test Battery for Reading and Writing (PAL –RW, Berninger, in press). It has been recently revised in order to be easier to administer and score, and percentile scores as well as decile scores are now contained in the norm tables. Phonological awareness, alphabetic principles, word recognition, oral reading accuracy, and comprehension of text are assessed. Reliability and validity data are published in the Early Reading Diagnostic Assessment Manual (The Psychological Corporation, 2000).

During the spring of 2002, The Psychological Corporation began revising the original ERDA instrument to make the test more user-friendly based on feedback from classroom teachers during market research. All the original items from ERDA were retained, with the extension of the vocabulary measure downward to grades K-1. Subtests were rearranged to promote the logical flow of testing from screening subtests, diagnostic subtests, followed by optional subtests.

The test format was substantially revised to make it easier for teachers to administer by providing grade-level specific instructions, record forms, and parent forms. The materials in the stimulus books were reordered to follow the sequence of administration.

ERDA-R, Early Reading Diagnostic Assessment-Revised, was published in October 2002.

District Selected Assessments

MO READING FIRST will adhere to the guidelines for district-selected progress monitoring proposed in “The Framework for Reading First Assessments” developed by the Institute for the Development of Educational Achievement (IDEA) for the Reading First program.

Districts will select progress-monitoring assessments for the following categories:

- Kindergarten: Vocabulary Development
- 1st Grade: Vocabulary Development and Comprehension
- 2nd Grade: Vocabulary Development and Comprehension
- 3rd Grade: Vocabulary Development and Comprehension

To be used with MO READING FIRST, District-Selected progress-monitoring assessments must meet the following requirements:

- Assessment must be conducted a minimum of 3 times a year or on a routine basis (i.e., weekly, monthly, or quarterly) using comparable and multiple test forms to:
 - a. estimate rates of reading improvement,
 - b. identify children who are not demonstrating adequate progress and therefore require additional or different forms of instruction,
 - c. and/or compare the efficacy of different forms of instruction for struggling readers and thereby design more effective individualized instructional programs for those at-risk learners.
- Assessment must describe rates of improvement within the academic year to determine adequacy of progress.
- Assessment purpose must be to modify programs as needed to insure year-end goals.
- Progress-monitoring instruments chosen by districts must have documented evidence of:
 - a. Reliability (as applicable):
 - 1. Alternate Form Reliability
 - 2. Test-Retest Reliability
 - 3. Internal Consistency Reliability
 - 4. Inter-Rater Reliability
 - b. Validity:
 - 1. Concurrent Validity
 - 2. Predictive Validity
- Progress-monitoring instruments must have sufficient alternate forms:
 - a. At least 3 alternate forms (or 2 when basal/ceiling rules are used)
 - b. Desirable to have 5 or more alternate forms
- Progress-monitoring instruments must support judgments of adequacy of progress; i.e., normative information indicates how much progress to expect, and when to modify programs if progress is inadequate.

MO READING FIRST Assessment Table

Kindergarten		Screening/ Diagnostics Sept.	Diagnostic	Progress Monitoring Dec./Feb.	Outcomes May
	Phonemic Awareness	DIBELS	ERDA-R	DIBELS	DIBELS
	Phonics	DIBELS	ERDA-R	DIBELS	DIBELS
	Vocabulary Development	DIBELS	ERDA-R	DSA	TERRA NOVA
	Reading Fluency				
	Comprehension				TERRA NOVA
Grade 1					
	Phonemic Awareness	DIBELS	ERDA-R	DIBELS	DIBELS
	Phonics	DIBELS	ERDA-R	DIBELS	DIBELS
	Vocabulary Development	DIBELS	ERDA-R	DSA	TERRA NOVA
	Reading Fluency	DIBELS	ERDA-R	DIBELS	DIBELS
	Comprehension				TERRA NOVA
Grade 2					
	Phonemic Awareness	DIBELS		DIBELS	DIBELS
	Phonics	DIBELS	ERDA-R	DIBELS	DIBELS
	Vocabulary Development		ERDA-R	DSA	TERRA NOVA
	Reading Fluency	DIBELS	ERDA-R	DIBELS	DIBELS
	Comprehension		ERDA-R	DSA	TERRA NOVA
Grade 3					
	Phonemic Awareness	DIBELS		DIBELS	DIBELS
	Phonics	DIBELS		DIBELS	DIBELS
	Vocabulary Development		ERDA-R	DSA	TERRA NOVA
	Reading Fluency	DIBELS	ERDA-R	DIBELS	DIBELS
	Comprehension		ERDA-R	DSA	MAP

I. D. iii. INSTRUCTIONAL STRATEGIES AND PROGRAMS

Subgrant Selection Resulting in selected LEA's and Schools: The selection and utilization of an effective core reading program is essential to the development of a comprehensive reading effort in a school. MO READING FIRST allows for LEAs to select the core reading program that best fits their needs. At the same time MO READING FIRST recognizes that the selection of a core reading program with research-based instructional strategies and integrated materials is a complex task and that most teachers and local administrators will require considerable technical assistance and training to accomplish it effectively. MO READING FIRST requires LEAs to describe the core reading program to be used and demonstrate its validity in the context of SBRR. The following strategies will be used to ensure that 1) the MO READING FIRST Team is fully prepared to provide technical assistance and training to LEAs, and 2) representatives from LEAs can confidently choose the right program and material selections for their schools.

At the core of all MO READING FIRST efforts to ensure effective reading instructional programs and strategies in all MO READING FIRST schools is the *"Consumers Guide to Evaluating a Core Reading Program Grades K-3"* (Appendix A, Kame'enui & Simmons, 2000). This document provides a formal tool for evaluating the adequacy of comprehensive reading programs, instructional strategies, and materials in terms of being aligned with SBRR.

During the immediate period after the onset of MO READING FIRST, the Reading First Leadership Management Team, newly hired Regional Facilitators and Regional Specialists, as well as other relevant State officials from DESE will receive thorough training in the theory and usage of "The Consumers Guide to Evaluating a Core Reading Program".

Ed Kame'enui, a co-author of "The Consumers Guide to Evaluating a Core Reading Program" has been contacted to help oversee the training and technical assistance related to the instrument, and to provide technical assistance to the state in evaluating the use of the instrument by LEAs.

The MO READING FIRST Request for Proposals will provide "*The Consumers Guide to Evaluating a Core Reading Program*" which will be utilized by LEAs for selecting a core reading program. A completed Consumer's Guide for the chosen core reading program, as well as documentation from the publisher about the SBRR conducted on this core program must be submitted with the LEA's application.

A core reading program is "the primary instructional tool teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. A core program should address the instructional needs of the majority of students in a respective school or district" (Simmons & Kame'enui, 2002). The five essential components of reading instruction must be integrated into a comprehensive program that includes explicit and systematic instructional strategies, coordinated instructional sequences, and ample practice opportunities with aligned student materials. At least 90 minutes of uninterrupted instructional time must be included in the plan.

As part of the technical assistance process to applying LEAs (see page 34 for "Timeline for the subgrant process"), regional trainings will be provided to building principals, district administrators, and other relevant LEA representatives detailing the selection of the appropriate core reading program. Regional Facilitators and Reading Specialists will also make site visits as necessary to provide individualized attention to issues that arise in the LEA application process.

In those cases where the readers find that a selected core reading program is not validated by the Consumer's Guide, and/or appropriate documentation of SBRR for that program is not provided, the grant will not be funded.

Standards:

For purposes of MO READING FIRST, each LEA will meet the standards if they:

- a. Ensure that they will implement instructional strategies based on scientifically-based reading research.
- b. Select and implement scientifically based comprehensive reading programs that provide instruction to all K-3 students. LEAs must provide evidence the program has been rigorously reviewed and contains the instructional elements described in the Consumer's Guide to Core Reading Programs developed by Simmons and Kame'enui. The completed Consumer's Guide for the chosen program must be submitted with the application. (See Appendix A) LEA's must provide appropriate documentation from the publisher about the SBRR conducted on this core program.
- c. Use instructional strategies and programs that utilize the five essential components of reading and that enable all students to reach the proficient level by the end of third grade.
 1. *explicit, systematic instruction in phonemic awareness* (e.g. isolating and manipulating the sounds in words) - Phonemic awareness consists of tasks ranging from identifying the first sound in a word to more complex tasks, such as blending several phonemes into words, blending and segmenting words into phonemic units, and deleting and substituting sounds in a word (Torgesen, Wagner, & Rashotte, 1994). When children combine individual phonemes to form words, they are blending the phonemes. They also are blending when they combine onsets and rimes to make syllables and combine syllables to make words. When children break words into their individual phonemes, they are segmenting the words. They are also segmenting when they break words into syllables and syllables into onsets and rimes (Ambruster, et. al., 2001). The

strategies of blending and segmenting are thought to be directly involved in reading and spelling processes. Blending phonemes helps children to decode unfamiliar words. Segmenting words into phonemes helps children to spell unfamiliar words and also to retain spellings in memory (National Reading Panel, 2001). Growth in phonemic awareness following attainment of beginning levels of understanding and skill is driven primarily by instruction and practice in the use of phonemic decoding strategies in reading (Perfetti, et. al., 1987).

2. *explicit and systematic instruction in phonics* (e.g., blending sounds, using texts that allow students to practice their phonics knowledge) - Phonics involves the understanding that a predictable relationship exists between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language). Readers use these relationships to recognize familiar words accurately and automatically, as well as to decode unfamiliar words. Multiple opportunities to practice newly learned decoding skills increases a student's progress in becoming a successful reader. Reading comprehension is also dependent on strong decoding and word recognition skills.
 3. *explicit and systematic instruction in fluency* - The National Reading Panel report (2000) focused on a major instructional approach to fluency. This approach included procedures that emphasize repeated oral reading practice or guided repeated oral reading practice. These procedures would include repeated readings (Samuels, 1979), neurological impress (Heckelman, 1969), radio reading (Greene, 1979), and paired reading (Topping, 1987).
 4. *explicit and systematic vocabulary development* (e.g., repeated exposure to the meanings of words in varieties of contexts) - Vocabulary includes the development of stored information about the meanings and pronunciation of words necessary for communication. Instruction in vocabulary and other language concepts, such as word structure, origin, and meaning, is advocated by the National Reading Panel (2000). Though at different levels, vocabulary and comprehension both connect meaning to text; vocabulary usually refers to word level, and comprehension to larger units of text.
 5. *explicit and systematic instruction in comprehension* (e.g., summarizing text, graphic and semantic organizers, asking and answering questions, summarization). Comprehension strategies are sets of steps which purposeful, active readers use to make sense of text. Explicit instruction in comprehension can be taught by directing students to use specific cognitive strategies. Key explicit strategies for teaching comprehension include:
 - generating literal and inferential questions as the students read
 - summarizing key points
 - rereading if confused
 - finding main ideas
 - working in groups to find answers to literal, inferential, and
 - evaluative questions
- d. LEAs must describe and implement a clear and specific plan to use scientifically based instructional strategies to accelerate performance and monitor progress of students who are not reading at grade level, and are not meeting grade level expectations and Missouri Show-Me Communication Arts Standards. Explicit and systematic instructions in the five essential components will give children the skills they need to become proficient readers as measured by results assessment, Terra Nova and MAP, at the end of each grade Level K-3. The instructional plan will provide for at least 90 minutes of uninterrupted time so that student's skill development is reinforced through adequate time for practice and application of skills. Ongoing classroom assessment, both formal and informal, will allow the teacher to identify students who need additional instruction or intervention.

Teachers will make clear to students why they are learning what they are learning. Aligned SBRR materials will be used to support student's learning so that they have a variety of leveled, interesting materials to read. Flexible grouping will provide opportunities for children to learn with students who have similar needs.

- e. Interventions for students who are reading below grade level and those who are farthest from meeting the Show Me Communication Arts Standards will be determined through progress monitoring and diagnostic assessment. Based on these assessments, individual interventions will include intensive, systematic instruction in the five essential components and:
- appropriate duration of intervention (usually daily for an extended period)
 - an increased amount of instructional time.
 - careful attention to appropriately leveled materials
 - carefully planned assessment of progress
 - flexible grouping of students with the same needs
 - additional time for guided practice and application

Interventions must be aligned with the core program so that students catch up with their peers. Strategies for enlisting the support of parents and other significant adults will be described.

- f. LEAs will describe how their chosen comprehensive reading programs based on SBRR will be implemented without layering selected programs on top of non-research based programs already in use.

Exceeds Standards:

LEAs improve their application to exemplary by giving clear and detailed explanations of each element of the application and by aligning their scientifically based reading programs with Missouri's Communication Arts Content State Standards and Grade Level Expectations to ensure that students reach the level of proficiency or better on state reading/language arts assessments.

I. D. iv. INSTRUCTIONAL MATERIALS

Standards:

LEAs are required to use the "Consumers Guide to Evaluating a Core Reading Program Grades K-3" (Appendix A, Kame'enui & Simmons, 2000) to evaluate or choose their reading program and supplemental and intervention materials or programs. This evaluation tool analyzes the reading program by grade level for each of the five critical components of reading. Supplemental materials will be chosen to complement this analysis and will be used to provide additional instruction to students who need intervention. LEAs must submit the part of the Consumer's Guide that documents supplemental and intervention materials are needed and that they also meet the requirements of SBRR. LEAs must also describe how supplemental and intervention materials are aligned with core programs and how they will be used for their intended purpose (supplemental intervention). They must also explain how materials will be used to fill gaps in the core reading program or to provide supplemental instruction in the essential components for students who begin to lag behind their peers.

LEAs must also describe how supplemental or intervention materials will be used long enough to be effective, how much time daily will be spent using them and that they will provide ample opportunities for practice. The description will include appropriately leveled materials to meet the needs of all children, and to engage a greater diversity of students. Assessments to monitor progress should also be described as part of the supplemental and intervention materials.

Exceeds Standards:

LEAs improve their application when they:

- describe how materials fit into a coordinated instructional sequence.
- describe how varied reading genres, authors, and books are included in materials that will be incorporated into classroom instruction.

- describe how children and teachers use the library to support reading instruction.

I. D. v. INSTRUCTIONAL LEADERSHIP

An essential component needed for the success of MO READING FIRST schools is the involvement and commitment of the building and district level leaders.

For purposes of MO READING FIRST:

Standards:

- LEAs must identify who will provide instructional leadership at the district and building levels and describe expertise, time commitment to MO READING FIRST and duties and responsibilities of individuals.
- LEAs must describe how the building principals will demonstrate commitment to this project, including attendance at professional development opportunities provided for MO READING FIRST staff and chairing the district MO READING FIRST committee.
- LEAs must describe the commitment of the leadership to the principle that *all children can be taught to read*.
- LEAs must describe the roles of the superintendent and building principal in maintaining focus and assuring adequate resources, removing barriers to success, protecting instructional time and providing time in the schedule for teachers and principals to share what they have learned.
- LEAs must describe how data will be analyzed to determine where extra help and support are needed, and describe how that extra help and support will be provided.
- LEAs must provide details concerning the hiring of a sufficient number of coaches to provide support for successful implementation of the program (1 reading coach per 20 teachers).
- LEAs must identify MO READING FIRST committee members and provide a plan for implementation, monitoring and supporting the program.

Exceeds Standards:

- LEAs improve their application by describing the involvement of the superintendent in assuring the success of the project.
- LEAs improve their application by describing the involvement of a district leader who is responsible for aligning reading curriculum to the Show Me Standards.
- LEAs improve their application by assuring continuity of instructional leadership at the school level to the extent possible.

I. D. vi. DISTRICT AND SCHOOL BASED PROFESSIONAL DEVELOPMENT

A clear plan for participation in results-based professional development activities is integral to the successful implementation of MO READING FIRST (See Professional Development Timeline pages 41-42)

Standards:

In order to meet the requirements of MO READING FIRST:

- LEAs must describe how results-based professional development of K-3 teachers, K-12 special education teachers, ESL teachers and other instructional staff will be provided.
- LEAs must describe how reading coaches (minimum one for every 20 teachers) will provide a minimum of four classroom-based sessions per month to participating teachers.
- LEAs must describe how the results-based professional development will include essential components of reading instruction, SBRR strategies that utilize appropriate materials in the classroom and library; and screening, diagnostic, and the use of classroom-based instructional assessments using a variety of delivery methods.

- LEAs must describe how professional development will be clearly aligned to the instructional program and the Missouri Show-Me Standards and Missouri Assessment Program.
- LEAs must describe how they will allow adequate time for teachers to learn new concepts and to practice what they have learned.
- LEAs must include how targeted professional development will be provided for teachers who need additional assistance.
- LEAs must describe how teachers will be provided adequate time for learning and implementing SBRR instruction, including time for study, observation, practice, application, and evaluation.

Exceeds Standards:

- LEAs improve their application when they describe how professional development needs of teachers are assessed and how professional development plans will be designed around those specific needs.
- LEAs improve their application when they describe a varied and full range of professional development experiences that are intensive, focused and of sufficient duration to achieve the purposes and goals of the training.
- LEAs improve their application when they describe how they will coordinate professional development with any Birth-5 literacy programs.

I. D. vii. DISTRICT BASED TECHNICAL ASSISTANCE

A description of a clear plan for technical assistance provided by the LEA to ensure success of the program must be provided.

Standards:

- LEAs must describe a clear plan for district provided technical assistance including provisions for adequate resources from a variety of funding sources.
- LEAs must describe the provisions for securing appropriate data and for monitoring the program's progress and success.
- LEAs must describe support of Reading Coaches who provide technical assistance to teachers by fostering frequent communication, facilitating continued job embedded professional development, and clearly defining roles of the coaches.
- LEAs must develop specific, measurable, attainable, researched-based and time-phased objectives.
- LEAs must describe how they will provide the assessments (DIBELS, TERRA NOVA, MAP Communication Arts 3rd Grade, and ERDA-R) and data for grades K-3 for monitoring the progress and success of the program.
- LEAs must describe how the district will generate community understanding and support for the program.

Exceeds Standards:

- LEAs improve their application by designing a specific plan for support and training of the local Reading Coach that meet all standards listed in LEA Application Rubric (Appendix C).
- LEAs improve their application when they describe how local professional development is on-going and comprehensive. Local and state professional development must be coordinated.
- LEAs improve their application when they describe how high quality technical assistance will include:
 - identifying professional development needs
 - implementing professional development
 - budgeting
 - managing data

I. D. viii. QUALIFICATIONS, RESPONSIBILITIES AND TRAINING OF MO READING FIRST COACHES

Qualifications, responsibilities, and training of district MO READING FIRST coaches must be carefully defined in the LEA application.

Standards:

- LEAs will describe the MO READING FIRST coaches qualifications that must include knowledge of current research in the five essential components, experience as a successful Special Education, ESL reading resource or primary classroom teacher, experience as a building teacher leader and/or professional development facilitator, understanding of the importance of using assessment data to inform decisions and communicating results to students, staff, parents, the community, and all stakeholders.
- LEAs must provide a complete explanation of roles and responsibilities of the Reading Coach including:
 - attending state-level training, training provided by the RPDC, the district and other training as needed
 - serving as a mentor, model, and coach for all teachers and others (paraprofessionals, tutors, etc.) involved in implementing the program
 - encouraging colleagues to participate in quality professional development experiences related to the five essential components of reading instruction
 - offering specialized literacy assistance for working with struggling readers
 - coordinating intervention plans with classroom instruction
 - coordinating efforts with Title I, preschool programs, Special Education, ESL, and all federal, state, and local programs that address the literacy needs of students
 - establishing communication links with parents, the community, preschool programs, and nearby universities

Exceeds Standards:

- LEAs improve their application by including a specific plan for recruiting qualified applicants and a timeline for filling the position with a well-qualified candidate.
- LEAs improve their application by including a specific plan for supporting the MO READING FIRST Coach.

I. D. ix. EVALUATION STRATEGIES

The LEA application must explain a plan for evaluation of the LEA MO READING FIRST program. Each LEA must develop an evaluation plan that produces implementation data and student outcome data.

Standards:

- LEAs goals and objectives are consistent with the desired outcomes and required activities of MO READING FIRST. Objectives must be stated in such a way that they are specific, measurable, attainable, research-based and include a timeline.
- LEAs evaluation plan will document effectiveness at the building and district level. This information will be reported to the building, district, and state level.
- LEAs provisions for reporting data about all students and providing disaggregated results by low-income, major racial and ethnic groups, LEP, and special education for K-3 students in MO READING FIRST schools.

- LEAs will use school evaluation data annually to determine need for intervention in schools not meeting the goals of MO READING FIRST. Schools not meeting the goals of MO READING FIRST after three years must make an Action Plan and be put on probationary status by the LEA for one year. If goals are not realized in one year they will be removed from the LEAs list of participating schools.
- LEAs summative evaluation and report of test data will be produced at the end of each year of implementation and at the end of the program.

Exceeds Standards:

- LEAs improve their application with a description of a well articulated plan for assessing the implementation of MO READING FIRST at the school level that includes a classroom teacher observation process.
- LEAs improve their application by providing a timeline for monitoring the progress of students and staff in each building developed with specific intervention steps.
- LEAs improve their application by naming specific individuals who are responsible for accurate reporting.
- LEAs improve their application by including a plan for enhancing stability in leadership and staff in order to increase achievement outcomes for all students.
- MO READING FIRST schools must agree to participate in national evaluations as required by the United States Department of Education as part of Reading First accountability.

I. D. x. ACCESS TO PRINT MATERIALS

The availability of print material is essential for the successful development of reading achievement in students. The application must include the following:

Standards:

- LEAs will describe how all students will be provided access to class, school, and community libraries.
- LEAs will describe how students will be encouraged to utilize engaging reading materials.
- LEAs improve their application by promoting reading and library programs that provide student access to a wide array of reading materials, including both expository and narrative texts.

Exceeds Standards:

- LEAs will describe how other funding sources will be coordinated to reach the goals of MO READING FIRST.

I. D. xi. ADDITIONAL CRITERIA

Serving Special Populations – In order to facilitate the needs of students with special needs, the following information must be provided:

Standards:

- LEAs will describe how grant activities will serve K-12 special education students and staff.
- LEAs will describe how grant activities will serve K-3 limited English proficient students and staff currently in the district or provide plans for future services if no current population.

Exceeds Standards:

- LEAs will improve their application if a description of how additional resource people, materials and time will be integrated in the school design to support special needs populations.

Management Plan and Coordination of Resources – In order to better facilitate program implementation, the following must be provided:

Standards:

- LEAs must demonstrate the proposed staff for administering local MO READING FIRST activities is adequate in size and qualifications to support the number and needs of the selected schools.
- LEAs must include a detailed timeline of activities for carrying out the required elements of the MO READING FIRST program.
- LEAs must demonstrate the allocation of resources will be sufficient to carry out the plan successfully.
- LEAs must describe how the district will build on and promote coordination among literacy programs in the district, increase the effectiveness of these programs, and avoid duplication of MO READING FIRST efforts.
- LEAs must demonstrate all activities are integrated and will operate in a coherent and seamless fashion.
- LEAs must describe how the activities funded by the grant will be continued after the grant period.

Exceeds Standards:

- LEAs improve their application by describing how the district will coordinate its MO READING FIRST initiative with other literacy programs in the district and infuse the principles of scientifically-based research into all programs.
- LEAs improve their application by using other state and federal professional development .

Budget – LEAs will include a cost-effective budget with narrative for year one of the project. Projected budget outlines for years 2-3 will also be included.

- LEAs must include a cost effective budget including both a line item and narrative description, in addition to using the budget summary form.
- LEAs must include a budget narrative with line items containing specifics for each of the first three years of the grant, clearly indicating the number of pupils served to assist in evaluating per pupil costs.
- LEAs must describe how these funds will be leveraged with other private, state, or federal dollars.

I. D. xii. COMPETITIVE PRIORITIES

Priority points will be given, as required, to:

- Eligible LEAs that meet at least one of the following criteria: (1) at least 15 percent of the students served by the eligible LEA are from families with incomes below the poverty line; or (2) at least 6,500 children served by the eligible LEA are from families with incomes below the poverty line; or (3) a district resides in an enterprise community, empowerment zone, or has a building targeted for school improvement.
- In addition, priority points will be given to those applications that, in the judgment of the readers, show real promise for successful implementation (particularly at the classroom level), for raising student achievement, extraordinary leadership capacity and commitment to raising student achievement, leveraging existing resources with Reading First funds to maximize overall effects.

I. D. xiii. FURTHER CRITERION

Subgrant applications must also include:

- A response to section 427 of the General Education Provisions Act,
- The general assurances in section 9.306 of the Elementary and Secondary Education Act (ESEA), and
- Lower-tier certification covering lobbying and debarment/suspension under 34 CFR, Parts 82 and 85.

I. E. PROCESS FOR AWARDING SUBGRANTS

Readers will be carefully chosen for their expertise in research-based reading with the assistance of NCREL. Prior to the review of subgrants, reviewers will be given training using NCREL modules adapted to Missouri's needs. A subgrant must meet the standard for all criteria to be funded. Following are the guidelines and the process that will be used to award subgrants:

Timeline for the subgrant process:

September 2003 – Information about the subgrants and the process for applying will be mailed to superintendents in all eligible districts. Information will also be posted on the web.

September-October 2003 - Reading Facilitators and Specialists will be interviewed and recruited. Reading Specialists will work regionally throughout the state and be housed at Regional Professional Development Centers (RPDC).

October-December 2003 – State Training will be provided for State Leadership Team, Regional Facilitators, Reading Specialists, appropriate DESE staff, MRI Trainers, and RPDC Reading Staff.

November 2003 – Regional workshops presented to: a) provide information about the application process, b) give technical assistance to districts writing the grant, c) familiarize districts with the “Consumers Guide to Evaluating a Core Reading Program”.

November 2003- February 2004 – Ongoing technical assistance available to the districts.

January 2004 – Readers for the subgrants will be identified.

March 1, 2004 – First round LEA applications due.

March 2004 (second week) – Applications will be evaluated.

April 15, 2004 – Schools will be notified of grant award.

April-May 2004 – District Reading Coaches will be hired, with training to be done through the summer.

April 2004 - May 2005 – Ongoing technical assistance and professional development will be provided to round 1 districts.

August-September 2004 – Funded schools will begin implementation.

Number and size of subgrants: it is estimated that 40 eligible buildings per year (size of award dependent on local needs) may be awarded. Subgrants will be awarded at a minimum of \$100,000 per eligible building within the district. Forty (40) Buildings is just an estimate. The number of grants actually funded will be determined by the quality of the proposals and the ranking of the readers.

The district's minimum award must be equal to or greater than their ratio of Title I funds awarded to the district. Five eligible districts would be required to apply for more than the \$100,000 minimum to meet their ratio. Each district is limited to applying for no more than fifteen (15) buildings. The annual building award amounts for second and future awards will not exceed the first year building amount. An example of an LEA budget that includes sufficient size and scope for LEAs to implement all activities successfully can be found on pages 52-53.

We estimate that over a two year period, 80 buildings would be funded at an estimated \$160,000 per building.

Current Proposed Estimate for an Average School

\$160,000 (first year)

\$130,000 (subsequent years)

Description of the review process: The rubric for evaluation of the subgrants is included in Appendix C. Potential readers must demonstrate an understanding of research-based reading, including: the essential components, classroom-based assessment for screening, diagnosis, monitoring progress, and appropriate interventions. They will be educators with experience in implementing research-based reading or instructors of research-based reading at an institution of higher education. At least three readers will read each application. The scores of the three readers will be added for a composite final score. In a case where there are discrepancies of more than ten points between any two readers, the readers will caucus until they negotiate their scores within the acceptable variance. Specialists from outside Missouri will be secured through NCREL to assist with the process to assure that only high-quality proposals will be funded. These individuals are either members of the National Reading Panel or associated with the panel.

Specialists from within Missouri will be included in the training and will be one of three readers for each application in order to build capacity within the state to review applications.

All readers will have:

- University level knowledge of scientifically based reading research and professional development, and/or
- Research level knowledge of scientifically based reading programs, assessments, professional development and instruction.

NCREL is developing a module to be used by the states to train readers to review subgrants. Missouri will adapt that module to fit our needs.

Dissemination of Information About Reading First: A subgrant application package will be sent to each superintendent in an eligible district. Application information will also be put on the DESE Federal Programs web site. Technical assistance meetings will be held throughout the state to inform district administrators and principals in eligible districts about MO READING FIRST and the requirements for applying. Facilitators and Reading Specialists will be available to give districts on-site assistance with understanding the requirements of MO READING FIRST and the development of their application.

Technical Assistance: If all available funds are not used during the first year, a Technical Assistance team, including the area Reading Facilitator and Specialist, and Federal Instructional Improvement staff will work intensively with districts and schools that did not receive funding to improve their understanding of MO READING FIRST and the quality of their application. Outside consultants may also be employed to assist these schools and districts.

I. F. STATE PROFESSIONAL DEVELOPMENT PLAN

Reading first will give Missouri the opportunity to improve reading achievement in selected eligible schools. At the same time it will provide the incentive to improve reading achievement in all our schools. Professional Development is a vital ingredient to the success of the program. A comprehensive effort to provide professional development to assure systematic and explicit reading instruction must leave no educator behind. Providers of the professional development will be highly qualified, and have expertise in scientifically based literacy practices and in the use of data to drive decision making.

The first round of very intensive training will occur as soon as all Reading Specialists are hired. It will include the Reading Specialists, the Federal Instructional Improvement staff, the Federal Discretionary Grants staff, the Missouri Reading Initiative trainers, and the Reading Leadership Team. In addition to the members of the Leadership Team who are representative of higher education, an invitation will be extended to the heads of education departments at all universities in the state that offer degrees in Elementary Education or a Reading Specialist program. Other staff from the RPDCs that have an interest in reading instruction will also be invited. There is a potential of 80-90 participants for this training. Missouri Reading First Professional Development will begin with the presentation of Teacher Reading Academies from the Texas Center for Reading and Language Arts. The Teacher Reading Academies are professional development materials designed to enhance teachers' knowledge and skills so they can effectively teach young students to read. The Texas Center for Reading and Language Arts at the University of Texas at Austin has made the Teacher Reading Academies professional development materials available to our state. The staff of the Texas Center for Reading and Language Arts has been contacted and has agreed to assist in implementation of the Academies. These materials include a master copy of the grade level Teacher Reading Academies packages. The academies are organized into eight sessions that last approximately three hours each. Academy sessions address the components and features of research based reading instruction and highlight effective instructional practices. These workshops will be one week sessions. After this initial training the participants will become the trainers and the Academies will continue to be offered every summer.

The training will include:

Kindergarten Teacher Reading Academy

- Session 1: Overview
 - Highlight - English Language Learners
- Session 2: Oral language and vocabulary development
- Session 3: Phonological Awareness
- Session 4: Using Assessment to inform instruction
 - Highlight – Learning Center
- Session 5: Alphabetic Understanding and Phonics
 - Highlight – Spelling and Writing
- Session 6: Highlight – Read Aloud Sessions
 - Listening Comprehension
- Session 7: Book Knowledge
 - Interventions for Struggling Readers
- Session 8: Highlight – Designing Effective Lessons
 - Putting It All Together

First Grade Teacher Reading Academy

- Session 1: Overview
 - Highlight – English Language Learners
- Session 2: Phonemic Awareness
- Session 3: Phonics and Word Study
- Session 4: Using Assessment to inform instruction
 - Highlight – Reading Groups
- Session 5: Highlight – Spelling
 - Fluency
- Session 6: Vocabulary
 - Comprehension
- Session 7: Highlight – Writing
 - Interventions for Struggling Readers
- Session 8: Highlight – Designing Effective Lessons
 - Putting It All Together

Second Grade Teacher Reading Academy

- Session 1: Overview
 - Highlight – English Language Learners
- Session 2: Phonics and Word Study
- Session 3: Using Assessment to inform instruction
 - Highlight – Reading Groups
- Session 4: Highlight – Fluency
 - Spelling
- Session 5: Comprehension
- Session 6: Vocabulary
 - Highlight – Wide Range Reading
- Session 7: Highlight – Writing
 - Highlight – Designing Effective Lessons
- Session 8: Interventions for Struggling Readers
 - Putting It All Together

In addition, MO READING FIRST will include the 3rd Grade Texas Reading Academy designed by the University of Texas Center for Reading and Language Arts.

Third Grade Teacher Academy

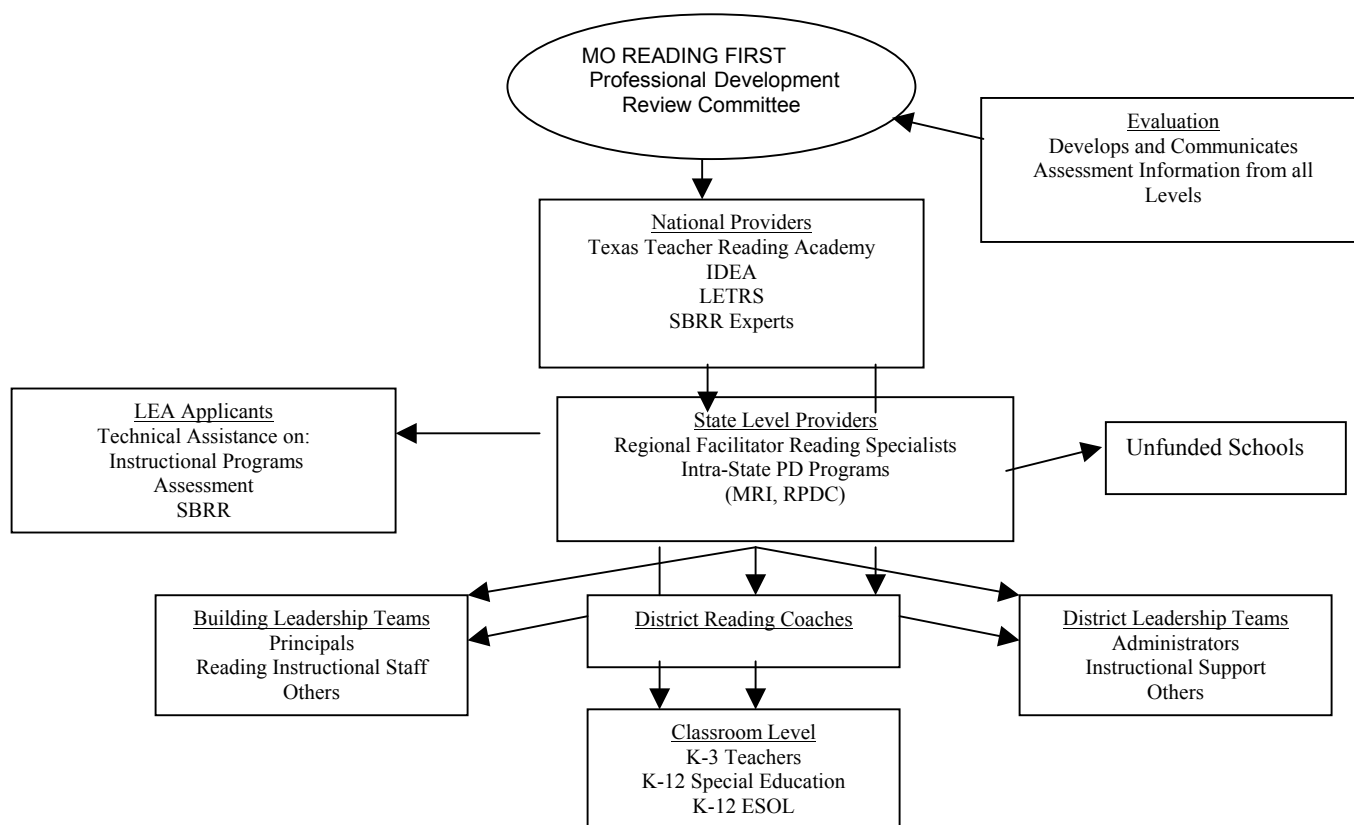
- Session 1. Introduction
- Session 2. Vocabulary
- Session 3. Word Study
- Session 4. Fluency
- Session 5. Comprehension
- Session 6. Differentiated Instruction
- Session 7. Writing
- Session 8. Putting It Together

Workshops will be conducted throughout the state by DESE staff and the Reading Specialists to provide technical assistance to districts. These workshops will guide schools through the needs assessment and the grant writing process. Districts will learn how to choose a reading program based on scientifically-based reading research. Presenters will familiarize districts with "A Consumer's Guide to Evaluating a Core Reading Program" as a tool to be used for the selection of the reading program. After the workshops, DESE staff and the Reading Specialists will be available on an as needed basis to assist the districts on an individual basis in assessing their needs and writing their grant. These workshops will be held for each round of applications.

A one day professional development workshop on assessment will be offered several times during each year of the program. Missouri will use the DIBELS for assessing student reading achievement, so professional development will be offered on the administration and interpretation to the Reading Specialists, and also to teachers in the program. The Early Reading Diagnostic Assessment Revised (ERDA-R) will be used as one diagnostic tool. Professional Development will be offered on its administration and interpretation. Missouri teachers already receive training in the MAP and the Terra Nova which is part of the MAP.

Surveys will be taken yearly to determine needs and workshops developed accordingly. These workshops will allow teachers to learn content and develop skills within the context of their own situation and also reinforce the summer academies. Teachers will have the chance to practice the instructional strategies, share experiences, and discuss topics of concern. Regional teams will facilitate these activities, address the needs in their regions and provide feedback to the teachers. If the survey indicates a specific need for help in a specific area of Reading First the experts listed in Appendix F will be called on to present as appropriate. Online discussion groups could be formed to promote more immediate feedback for the Reading First Teams.

LETRS: Language Essentials for Teachers of Reading and Spelling is a SBRR program designed to provide intensive professional development to teachers of reading. It gives teacher an understanding of the language structures they are teaching. LETRS is designed in a module format. The three modules in each of the four books teach teachers the meaning of scientific findings about learning to read and reading instruction. The modules address each component of reading instruction-phonemic awareness; phonics, decoding spelling, and word sturdy; oral language development; vocabulary; reading fluency; comprehension; and writing and the foundational concepts that link these components. The characteristics and the needs of second language learners (ELL) and students with other learning differences are addressed throughout the modules. Instruction in assessment and evaluation of student performance will be embedded in the modules and will be elaborated in a separate module on the DIBELS assessment. The format of instruction allows for intensive professional development. The LETRS program is designed to make the implementation of basals more effective, and to help teachers overcome any gaps in their instructional materials. Sopris West, the developer of LETRS, has been contacted and has agreed to provide this training to the reading specialists, DESE Staff, MRI trainers, university faculty, reading coaches, teachers and principals. The on-going training will be presented throughout the year. Because the modules are specialized, not all grade level teachers need to attend all of the modules, only those pertaining to their level. One of the modules is on using the DIBELS assessment. This will provide training on the delivery and use of the DIBELS in the classroom. This training is intended to be used as a course in teacher education classes through the state universities, so teachers in unfunded schools will have access to this training throughout the evolving years of the program. As needed, over the years, the experts listed in Appendix F will be called on to provide additional focused professional development in the various aspects of MO READING FIRST. The following chart shows the organization for delivering professional development and technical assistance for funded districts and for those not receiving funding.



The second training in the first round will be for district reading coaches. It will occur after the first round of funding is complete and after districts have hired their reading coaches. The training will focus on the same content and skills that are stated for the first training. The Reading First Professional Development Oversight Committee, a subcommittee of the Reading First Leadership Team, will assess on an ongoing basis what additional statewide training might be necessary for both the RPDC Reading Specialists and the district reading coaches.

The MO READING FIRST Reading Specialists will provide on-site training and development for teachers and principals in Reading First LEAs in cooperation with the district reading coaches. They will also provide follow-up and support in the form of coaching and mentoring at the building level. They will pay special attention to principals to support their ongoing involvement in the implementation of Reading First.

The district reading coaches will provide ongoing support and development at the building level and at the classroom level for every K-3 teacher, special education teacher, and ESL teacher. They will spend time with those teachers who need additional help in implementing Reading First. They will coach teachers in the use of research-based reading instruction, assist in the use of classroom-based assessment, and in using the data resulting from the assessments to guide instruction and to develop and implement appropriate interventions for students.

Building principals will be encouraged to participate in the Missouri Readership Academy. They will also be given ongoing, on-site support and development by the MO READING FIRST Reading Specialists to increase capacity to provide support to individual teachers, provide time for professional development, and provide resources for materials to support research-based reading instruction.

Missouri Reading First

The two members of the MO READING FIRST Reading Leadership Team who represent higher education will convene representatives from each university in the state that offers a degree in Elementary Education or a Reading Specialist program to review requirements in the area of teaching reading for those two programs, to assess the research base, and make recommendations for improving and strengthening those programs.

MO READING FIRST Specialists will provide a series of daylong trainings in research-based reading instruction and on-site assistance for a team of teachers and principals to districts that have not received Reading First funding to support implementation of research-based comprehensive reading programs.

Professional Development will be coordinated through the MO READING FIRST Liaison who has a Master of Education Degree in Reading.

Missouri Reading First Timeline of Professional Development

Date	Audience	Provider/Responsible	Content
YEAR 1			
October/ November 2003	STATE LEVEL Leadership Team, DESE staff, Regional Facilitators, Reading Specialists, MRI Trainers, RPDC, and Higher Ed. Representatives	IDEA – Consultant	Consumer's Guide to Core Reading Program; Assessment Review
November/ December 2003	STATE LEVEL Leadership Team, DESE staff, Regional Facilitators, Reading Specialists, MRI Trainers, RPDC, and Higher Ed. Representatives	Teacher Reading Academy Presenter	Extensive training on components of SBRR
November/ December 2003	STATE LEVEL Leadership Team, DESE staff, Regional Facilitators, Reading Specialists, MRI Trainers, RPDC, and Higher Ed. Representatives	Company representatives	DIBELS, ERDA-R, TERRA NOVA, MAP
November 2003 – April 2004	STATE LEVEL Leadership Team, DESE staff, Regional Facilitators, Reading Specialists, MRI Trainers, RPDC, and Higher Ed. Representatives	National Experts in SBRR	1-2 day, monthly training on each component of SBRR
May 2004 – September 2004	STATE LEVEL State Level Providers Reading Coaches	LETRS Consultant Company representatives	LETRS training on components of SBRR; Assessment training
May 2004 – May 2005	STATE LEVEL District and Building Leadership	State Professional Development Review Committee, Regional Facilitators	Quarterly survey of building professional development needs
November 2003- February 2004	REGIONAL LEVEL LEA Applicants	Project Liaison Program Manager Regional Facilitators Reading Specialists DESE staff	Technical Assistance with Reading First application

Missouri Reading First Timeline of Professional Development (Continued)

Date	Audience	Provider/Responsible	Content
YEAR 1			
May 2004 – August 2004	REGIONAL LEVEL LEAs Leadership Teams Reading Coaches	Regional Facilitators Reading Specialists Company Representatives DESE	TRA; Components of SBRR; Administrative support (planning, scheduling, materials, etc.; Assessments (DIBELS, ERDA-R, TERRA NOVA, MAP)
May 2004 – May 2005	REGIONAL LEVEL Unfunded districts and schools	Regional Facilitators Project Liaison Program Manager DESE	Extensive training on: TRA components of SBRR; Consumer's Guide to Core Reading Program; Assessment assistance
May 2004 - August 2004	DISTRICT LEVEL Summer Orientation for teachers	Regional Facilitators Reading Specialists Reading Coaches DESE	TRA; Components of SBRR. Assessment training
September 2004 – May 2005	DISTRICT LEVEL Reading Coaches	Regional Facilitators Reading Specialists	Monthly training on the components of SBRR; assessment, etc. including topics such as modeling, observing, and coaching.
September 2004 – May 2005	DISTRICT LEVEL District building staff – K-3 Classroom Teachers K-12 Special Education K-12 LEP Teachers	Reading Coaches	Weekly modeling of SBRR strategies by Reading Coaches in classrooms with time for collaboration
September 2004 – May 2005	DISTRICT LEVEL District/building staff. K-3 Classroom Teachers K-12 Special Education K-12 LEP Teachers	Reading Specialists Reading Coaches Regional Facilitators	Bi-weekly training on the components of SBRR; assessment, etc. including modeling, observing, coaching, and action research.
September 2004 – May 2005	DISTRICT LEVEL Reading Coaches, K-12 Special Ed. Teachers, K-12 LEP teachers K-3 Classroom Teachers	Regional Facilitators Reading Specialists Reading Coaches	Regular meetings to discuss reading for students with special learning needs, SBRR and data driven instruction.

Missouri Reading First Timeline of Professional Development (Continued)

Date	Audience	Provider/Responsible	Content
YEAR 2 – New LEA Applicants (June 2005-May 2006)	New LEA Applicants	National Experts: TRA, LETRS, State, Regional, and District Level Providers	Repeat relevant Year 1 activities related to professional development for new schools
YEAR 2 – Continuing Professional Development			
September 2005 – May 2006	STATE LEVEL Leadership Team, DESE staff, Program Management, Regional Facilitators, Reading Specialists, MRI trainers, RPDC, Higher Ed., Special Ed. and MELL Representatives	National Experts in SBRR: LETRS	Selected topics as determined by information from PD survey (refer to state professional development plan; long-term training)
July/August 2005	STATE LEVEL Leadership Team, DESE staff, Regional Facilitators, Reading Specialists, MRI trainers, RPDC, Higher Ed., Special Ed. and MELL Representatives	Teacher Reading Academy Presenter	Review of TRA material;
July/August 2005	STATE LEVEL Leadership Team, DESE staff, Regional Facilitators, Reading Specialists, MRI trainers, RPDC, Higher Ed., Special Ed. and MELL Representatives	IDEA – Consultant	Review of Consumer's Guide to Core Reading Program; Assessment Review
July/August 2005	STATE LEVEL Leadership Team, DESE staff, Regional Facilitators, Reading Specialists, MRI trainers, RPDC, Higher Ed., Special Ed. and MELL Representatives	Company representatives	Review of DIBELS, ERDA-R, TERRA NOVA, MAP
July – September 2005	STATE LEVEL Reading Coaches	LETRS Consultant	Supplemental modules on selected topics (see narrative)
September 2005-May 2006	STATE LEVEL District and building leadership	State Professional Development Review Committee, Regional Facilitators	Quarterly survey of building professional development needs
June 2005	REGIONAL LEVEL LEAs Leadership Teams Reading Coaches	Regional Facilitators Reading Specialists	Review of TRA; Components of SBRR; Administrative support

Missouri Reading First Timeline of Professional Development (Continued)

Date	Audience	Provider/Responsible	Content
YEAR 2			
September 2005 – May 2006	REGIONAL LEVEL Unfunded schools throughout the state	Regional Facilitators Project Liaison Program Manager	TRA; LETRS; Components of SBRR; Consumer's Guide to Core Reading Program; Assessment assistance
May 2005 - August 2005	DISTRICT LEVEL Summer Orientation for new teachers of continuing LEAs.	Regional Facilitators Reading Specialists Reading Coaches	TRA; Components of SBRR; Assessment training
September 2005 – May 2006	DISTRICT LEVEL District/building staff	Reading Coaches	Weekly modeling of SBRR strategies by Reading Coaches in classrooms with time for collaboration
September 2005 – May 2006	DISTRICT LEVEL District/building staff.	Reading Specialists	Bi-weekly training on the components of SBRR including modeling, observing, and coaching.
September 2005 – May 2006	DISTRICT LEVEL Reading Coaches	Regional Facilitators Reading Specialists	Topics will include help with coaching, mentoring strategies, observations and recordkeeping.
September 2005 – May 2006	DISTRICT LEVEL Reading Coaches, K-12 Special Education teachers K-3 LEP teachers	Regional Facilitators Reading Specialists Reading Coaches	Regular meetings to discuss reading for students with special learning needs, SBRR and data driven instruction.
YEARS 3-6 Long-Term Professional Development	1st and 2nd Round LEAs	National Experts: TRA, LETRS, State, Regional, and District Level Providers	Same professional development process as Year 2, with information from building PD surveys guiding the development

I. G. INTEGRATION OF PROPOSED READING FIRST ACTIVITIES WITH READING EXCELLENCE ACTIVITIES - Not applicable.

II. STATE LEADERSHIP AND MANAGEMENT

Missouri will provide a focused system of leadership, management, technical assistance, and support for districts receiving a MO READING FIRST subgrant. The plan is designed to assure the Missouri Department of Education (DESE) has a staff of sufficient size and knowledge to help schools improve reading achievement and promote the use of scientifically-based reading research across the state. The plan encompasses a network of trained staff available to LEAs from the initial stage of assessing their needs to the implementation of the program in their buildings. Staff will promote SBRR throughout the state and will work toward combining the efforts of all initiatives into a cohesive single vision for improving reading instruction in the state. In addition, districts that do not receive funding will be supported in their efforts to implement research-based reading, especially in the primary grades. A listing of technical assistance activities is provided in the timeline presented on pages 50-52.

II. A. STATE TECHNICAL ASSISTANCE PLAN

Level One will be sessions delivered to eligible LEAs on the five essential components of reading by MO READING FIRST Facilitators and Reading Specialists, Discretionary Grant and Instructional Improvement staff (DESE). The Reading Specialists will be housed regionally throughout the state in the Regional Professional Development Centers. The Reading Specialists will be certified reading specialists and have experience as successful reading teachers in the elementary grades. These individuals will initially work with districts to develop appropriate applications for MO READING FIRST. On-site workshops will be provided to eligible districts explaining the principles and requirements of MO READING FIRST. LEAs will be informed about the state infrastructure for support with references given to other resources that can assist in additional study and exploration. Once the sub-grants are awarded, the MO READING FIRST Facilitators and Reading Specialists will work with districts and schools to implement the sub-grant. They will assist with the following:

- Implementing and analyzing assessments,
- Providing on-going high quality professional development based on scientifically-based reading research.

Level Two of technical assistance will be provided by the Federal Instructional Improvement staff. These individuals have attended all state professional development and will work with MO READING FIRST Facilitators on providing support for administrators in districts that receive sub-grants. Many of the DESE Federal Instructional Improvement Staff are former administrators and instructional leaders. Therefore, their experience and understanding of what it takes to improve instruction and what is needed to support administrators to successfully implement MO READING FIRST will be strong assets. The following are responsibilities of this DESE division:

- assist district administrators review data, monitor progress, and suggest improvements in implementation to improve results;
- suggest additional training that may need to take place to assure the success of MO READING FIRST;
- assist districts and buildings in choosing comprehensive reading programs that are research-based and aligned materials that will support the successful implementation of MO READING FIRST; monitor the implementation of MO READING FIRST at the district and school levels in all areas of research-based instruction, appropriate and ongoing professional development,

- appropriate evaluation of progress and results, and for reporting to the State Management Team about progress in the various sub-grants;
- monitor assessment data used to monitor overall progress for each sub-grant.

Level Three of technical assistance will be from the Federal Discretionary Grants Section at DESE. The staff of this section will provide regional meetings to eligible districts that are interested in applying for the grant. They will manage the sub-grant process and will assist districts and buildings in the management of the grant, in determining allowable expenditures, and in making revisions on the budget for improved implementation.

Level Four of technical assistance will be provided through the DESE Federal Programs web page. This section of the web page will be called *MO READING FIRST*. Initially, the application for MO READING FIRST sub-grants with instructions and time lines for applying will be posted. Other items to be posted are:

- MO READING FIRST Guidance, including SBRR information;
- rubric for evaluating sub-grant applications;
- a List Serve for MO READING FIRST discussion of questions, concerns and successes;
- schedule of technical assistance meetings, trainings, deadlines and evaluation expectations;
- contact information for key DESE staff, MO READINGFIRST Facilitators and Reading Specialists;
- link to the DESE "Best Practice: Reading" web page; and
- information about the state evaluation of MO READING FIRST.

II. B. BUILDING A STATEWIDE INFRASTRUCTURE

Members of the MO READING FIRST Leadership Team: The responsibility of the Leadership Team will be to oversee the efficient and effective implementation of MO READING FIRST. Specific tasks will include:

- periodic meetings to review MO READING FIRST progress;
- communicating with people across the state about the importance of the effort to implement research-based reading in all schools, generating recognition of the importance of improved reading instruction;
- annually reviewing data from participating schools and districts to assess the implementation of MO READING FIRST;
- making recommendations for improvement;
- determining continued funding for participating schools and districts, especially at the end of three years; and
- providing broad direction for the evaluator.

The Assistant Commissioner of School Improvement will have the ultimate responsibility of overseeing the MO READING FIRST Program as designated by the Missouri Commissioner of Education. The Coordinator of Federal Programs will direct all Department of Education staff and coordinate activities with the MO READING FIRST Program Manager

All DESE staff connected to MO READING FIRST will be involved extensively in the training of SBRR content. The Federal Discretionary Grants' staff of one director and two supervisors will manage the MO READING FIRST sub-grants. One supervisor (.5 FTE) will serve as a liaison between DESE staff, the Reading Leadership Team, the contractors for evaluation, professional developers, and technical assistance. The second supervisor (1 FTE) will work with Regional Facilitators and Reading Specialists to assist in providing high quality professional development. The Federal Instructional

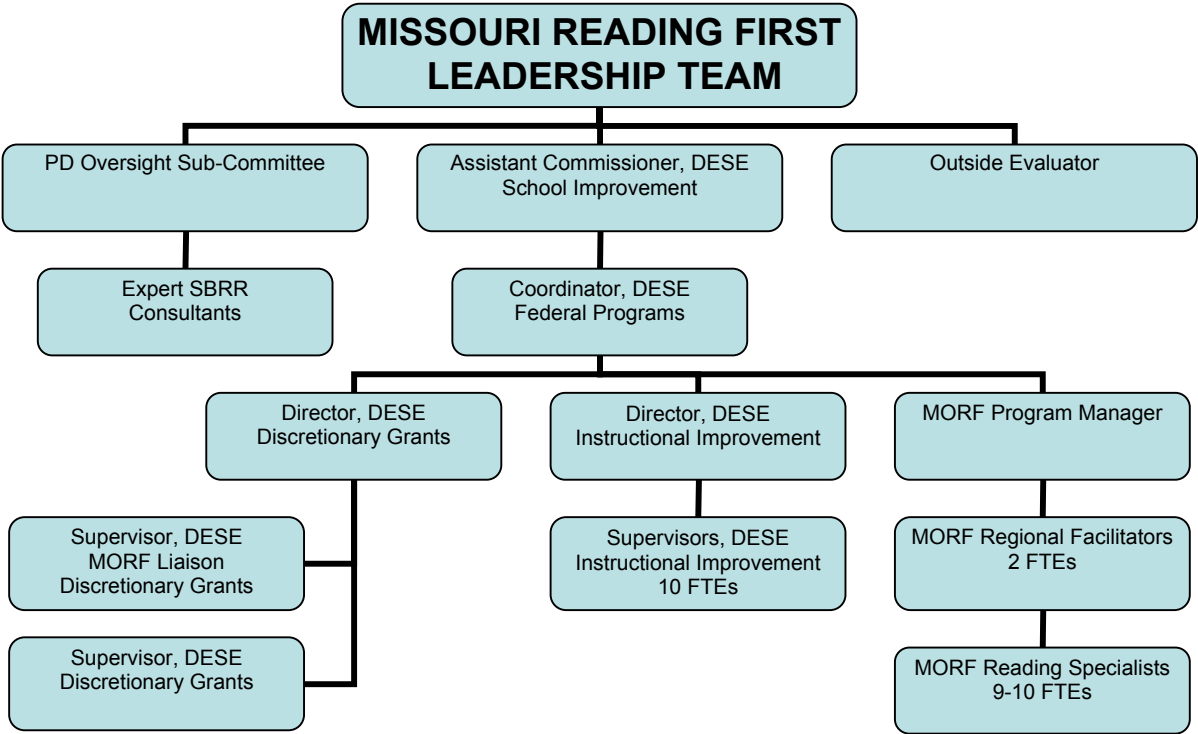
Improvement staff of one director and ten supervisors will work 25% of their time providing technical assistance to the schools in completing the application process and to unfunded schools. The Facilitators and Reading Specialists will work full-time with MO READING FIRST schools and with other districts in the state to improve reading instruction. Missouri Reading Initiative Trainers who have also been a part of all SBRR professional development will assist when needed.

The MO READING FIRST Leadership Team has been established and is composed of the following:

MISSOURI READING FIRST LEADERSHIP TEAM

	Title	Name
Required	Governor	Bob Holden
	Chief State School Officer	Kent King
	State Legislator, Senate	Rosanne Bentley
	State Legislator, House	D. J. Davis
	LEA Representative	Patricia Schumacher, Associate Superintendent
	LEA Representative	Ivory Johnson, Director of Federal Programs
	Community-Based Organization (works with children to improve reading skills)	Mickey Shipp, Macon Literacy Council
	State Directors and Coordinator of Federal Programs (with strong reading components)	Dee Beck, Coordinator of Federal Programs Michael Alexander, Federal Instructional Improvement Craig Rector, Federal Discretionary Grants Kathy Parris, Federal Discretionary Grants, Reading First Liaison; Randy Rook, Federal Grants Management Bette Morff, Federal Financial Management Vacant, Early Childhood
	Parent	Barbara Reid
	Special Education Teacher	Deanna Ready
	Primary Teacher	Jeanne Cheek
	Family Literacy Service Provider	Mary Jo Westwood
Optional	Higher Education Representative	Ann Gifford, SEMO
	Higher Education Representative	Gwen Turner, UMSL
	Professional Development Provider	Gene Vinson, RPDC
	Professional Development Provider	Darl Davis, RPDC
	Adult Education Provider	Lin Dickerson
Other	Middle School Teacher	Judy Alexander
	MRI Director	Becky Haseltine
	MRA Director	Larche Farrill
	MSTA Teacher	Laurie Sybert
	MFT Teacher	Judy Morgan
	MNEA Teacher	Elaine McConahay
	MRI Trainer	Sherrill Schlimpert
	Early Literacy Trainer	Jeannine Dobbins
	Professional Development Provider	Belinda Biscoe, RPDC
	Communication Arts Consultant	Vacant
	Assistant Commissioner	Melodie Friedebach
	Assistant Commissioner	Bert Schulte

MISSOURI READING FIRST ORGANIZATIONAL CHART



II. C. STATE MANAGEMENT PLAN

The following will be involved in the management of the MO READING FIRST program.

MO READING FIRST Leadership Team: Will provide policy oversight of MO READING FIRST including direction and oversight of evaluator.

Assistant Commissioner of School Improvement: Will supervise the grant including the award process of MO READING FIRST.

Federal Program Coordinator: Will coordinate all Reading First activities within the state.

Federal Instructional Improvement Staff: This staff, consisting of one director, ten supervisors, and two support staff, will provide assistance as needed to districts as they prepare their LEA application.

MO READING FIRST Reading Facilitators: These individuals, trained in the tenets and requirements of MO READING FIRST, will work with MO READING FIRST Reading Specialists to monitor training and support of LEAs throughout the state.

MO READING FIRST Reading Specialists: These individuals, trained in the tenets and requirements of MO READING FIRST, will work with the district Reading Coaches and be primarily responsible for the successful implementation of MO READING FIRST at the building level. They will be housed at the Regional Professional Development Centers throughout the state.

Federal Discretionary Grants' Section: The staff of this section will be responsible for processing the subgrant applications and processing budgets and budget amendments. The MO READING FIRST Project Liaison is a supervisor in this section and will work with the director and other supervisors in this division for the successful implementation of MO READING FIRST in the state.

MO READING FIRST Project Liaison: (.5 FTE MO READING FIRST Adm.) – This individual will coordinate efforts between the MO READING FIRST Leadership Team, DESE, and MO READING FIRST contractors.

MO READING FIRST Program Manager: Program manager will work with the MO READING FIRST Leadership Team, DESE staff, MRI consultants, Facilitators, Reading Specialists, RPDCs and LEAs to monitor progress of MO READING FIRST schools and assess needs for further assistance or professional development.

The MO READING FIRST Timeline of Activities outlines benchmarks and activities of the program:

Missouri Reading First Timeline of Administration and Technical Assistance

Date	Technical Assistance	Responsible
YEAR 1		
August 2003	Proposal resubmitted to the Department of Education	Federal Programs Coordinator Discretionary Grants Section
September 2003	Information about the subgrants and the process for applying mailed to superintendents in all eligible districts. Information also posted on the DESE website.	Discretionary Grants Section
September/October 2003	Facilitators and Reading Specialists will be interviewed and recruited to work regionally.	Federal Programs Coordinator Project Liaison Program Manager
November 2003	Regional workshops presented to: a) provide information about the application process; b) give technical assistance to districts writing the grant; c) familiarize districts with the "Consumers Guide to Evaluating a Core Reading Program" and "Planning and Evaluation Tool for Effective School-wide Reading Programs" as an instrument to help them determine if their reading program is based on scientifically based research or if a new program is needed.	Discretionary Grants Section Instructional Improvement Section Project Liaison Program Manager Regional Facilitators Reading Specialists
November 2003-February 2004	Ongoing technical assistance available to districts. This will include assistance in assessing the needs of the districts, choosing programs and evaluations and writing the grant.	Instructional Improvement Section Project Liaison Program Manager Regional Facilitators Reading Specialists
January 2004	Readers for the grants will be identified.	Discretionary Grants Section Project Liaison Program Manager
March 1, 2004	First round LEA applications due.	Discretionary Grants Section

Missouri Reading First Timeline of Administration and Technical Assistance (Continued)

Date	Technical Assistance	Responsible
YEAR 1		
March 2004	Reading and evaluation of grants.	Discretionary Grants Section Project Liaison Program Manager
April 1, 2004	Notification of approval of district grants.	Discretionary Grants Section
April - September 2004	Technical assistance workshops for approved districts to assist with grant implementation.	Discretionary Grants Section Instructional Improvement Section Project Liaison Program Manager
August - Sept 2004	Funded schools begin implementation.	Discretionary Grants Section Instructional Improvement Section Project Liaison Program Manager
July 2005	FER & Year end reports due to DESE.	Discretionary Grants Section
YEAR 2		
August 2004	Information about the subgrants and the process for applying mailed to superintendents in all eligible districts. Information also posted on the DESE website.	Discretionary Grants Section
September 2004	Regional workshops presented to: a) provide information about the application process; b) give technical assistance to districts writing the grant; c) familiarize districts with the "Consumers Guide to Evaluating a Core Reading Program" as an instrument to help them determine if their reading program is based on scientifically based research or if they need to choose a new program for their school.	Discretionary Grants Section Instructional Improvement Section Project Liaison Program Manager Regional Facilitators Reading Specialists
September – February 2004	Ongoing technical assistance available to districts. This will include assistance in assessing the needs of the districts, choosing programs and evaluations and writing the grant.	Instructional Improvement Section Project Liaison Program Manager Regional Facilitators Reading Specialists
March 1, 2005	Applications for Year 2 due	Discretionary Grants Section
March/April 2005	Reading and evaluation of grants.	Discretionary Grants Section Project Liaison Program Manager
April 15, 2005	Notification of approval of district grants.	Discretionary Grants Section

Missouri Reading First Timeline of Administration and Technical Assistance (Continued)

Date	Technical Assistance	Responsible
YEAR 1		
August/September 2005	Funded schools begin implementation.	Discretionary Grants Section Project Liaison Program Manager Regional Facilitators Reading Specialists
July 2006	FER & Year end reports due to DESE.	Discretionary Grants Section
YEAR 3-6	Ongoing technical assistance available to districts.	Discretionary Grants Section Project Liaison Program Manager Regional Facilitators Reading Specialists

L.E.A. EXPENDITURES PER BUILDING – YEAR 1* (Based on average of \$160,000 per building)	ALLOCATION \$160,000	TOTAL \$160,000
Budgetary Category:		
Literacy Coach – salary and benefits.	\$55,000	\$55,000
Professional Development - Contract for up to 15 days of supplemental professional development for classroom teachers, coaches, and administrators @ \$500/day	\$7,500	
Substitutes (\$85/day x 118 days for 12 grade level teachers/school)	\$10,000	
Stipends and travel expenses for classroom teacher to attend a 3 day Orientation	\$10,000	
Training costs (travel and expenses to state sponsored regional training sessions)	\$10,000	\$37,500
Materials – this includes textbook adoption, core instructional materials, supplementary instructional materials, classroom and library materials.	\$45,000	\$45,000
Children with IEPs or LEP: supplemental materials, special training	\$5,000	\$5,000
Assessments – costs related to DIBELS, TERRA NOVA, ERDA-R	\$7,500	\$7,500
District Literacy Team Meetings – (2 meetings/month x 9 months; stipends, substitutes)	\$6,500	\$6,500
Administrative Support (secretarial time, data collection, travel and expenses to leadership meetings, etc.)	\$3,500	\$3,500
TOTAL L.E.A. Expenditure per Building, Year 1	\$160,000	\$160,000

L.E.A. EXPENDITURES PER BUILDING – YEARS 2-3* (Based on average of \$130,000 per building)	ALLOCATION \$130,000	TOTAL \$130,000
Budgetary Category:		
Literacy Coach – salary and benefits.	\$60,000	\$60,000
Professional Development - Contract for supplemental professional development for classroom teachers, coaches, and administrators	\$4,500	
Substitutes (\$85/day x 118 days for 12 grade level teachers/school)	\$7,500	
Training costs (travel and expenses to state sponsored regional training sessions)	\$8,000	\$20,000
Materials – this includes textbook adoption, core instructional materials, supplementary instructional materials, classroom and library materials.	\$27,500	\$27,500
Children with IEPs or LEP: supplemental materials, special training	\$5,000	\$5,000
Assessments – costs related to DIBELS, TERRA NOVA, ERDA-R	\$7,500	\$7,500
District Literacy Team Meetings – (2 meetings/month x 9 months; stipends, substitutes)	\$6,500	\$6,500
Administrative Support (secretarial time, data collection, travel and expenses to leadership meetings, etc.)	\$3,500	\$3,500
TOTAL L.E.A. Expenditure per Building, Year 1	\$130,000	\$130,000

*These tables are sample budgets for LEA expenditures. They represent what an average school will receive. Individual allotments will differ due to geographic location, school size, costs of comprehensive reading programs, supplies and materials, and related factors. There will also be reasonable annual cost increases.

State Sponsored Professional Development Year 1* (30-40 Buildings)	TOTAL \$1,894,081
Contractual Services; Fees and expenses for presenters and consultants (TRA, LETRS, IDEA, National Experts) for state wide training sessions and related activities for MO Reading First Reading Specialists, Reading First Regional Facilitators, Reading First State Leadership Team and Managers, DESE Staff, plus representatives from MRI, RPDCs, higher education, etc.	\$345,000
MO READING FIRST Specialists – salaries, wages, and benefits for 10 regional trainers	\$800,000
Operational Expenses for MO READING FIRST Specialists: Rent, materials, equipment, etc.	\$150,000
Travel for MO READING FIRST Specialists	\$180,000
Administrator Training – Professional development for LEA principals and district leaders	\$20,000
Professional Development for Non-Funded Schools: Budget for development of infrastructure and programs for professional development of non-funded school administrators, teachers, and representatives of reading programs throughout the state.	\$300,000
Professional Materials: Journals, MO READING FIRST Reading Specialists and other professional publications	\$1,500
MO READING FIRST Facilitator Meetings: 9 regional monthly meetings for District Literacy Teams and Regional Facilitator X 3 regions	\$30,000
Subtotal	\$1,826,500
Indirect Costs: 3.7% of Total	\$67,581
TOTAL	\$1,894,081

Reading First Program Management and Technical Assistance Year 1- 6: 30-40 Buildings**	\$549,610
Budget Category:	
MO READING FIRST Program Manager: Salary and benefits for Reading First Program Manager	\$100,000
MO READING FIRST Secretary: salary, wages, and benefits	\$40,000
Travel Expenses for MO READING FIRST Management:	\$20,000
Office Expenses for MO READING FIRST Program Manager (rent, supplies, equipment, operating expenses, etc.)	\$40,000
Regional Facilitator: 2 FTE	\$160,000
Travel: for Regional Facilitators and Reading Specialists related to technical assistance	\$30,000
Standard Expenses: Supplies, materials, operating expenses for Regional Facilitators	\$40,000
Statewide Technical Assistance for LEA applicants (150+): regional conferences, local consultations	\$60,000
Printing and Postage related to LEA Statewide Technical Assistance	\$10,000
Website: development and maintenance of MO READING FIRST website	\$20,000
Technical Support: ongoing consultation and oversight of technical assistance program, evaluation support, application review process	\$10,000
Subtotal	\$530,000
Indirect Costs: 3.7% of total	\$19,610
TOTAL:	\$549,610

State Planning and Administration Year 1-6*	\$544,425
Budget Category	
Evaluation of MO READING FIRST: Contracted Services	\$275,000
Liaison with MO READING FIRST Leadership Team, Contracted Service providers, and MO READING FIRST Meetings: Includes 1.5 FTE DESE Employees' wages and benefits, related travel, and expenses	\$150,000
Application Review Process	\$50,000
Pre-Service: Assessment and revision of pre-service education in reading for elementary teachers	\$50,000
Subtotal	\$525,000
Indirect Costs: 3.7% of Total	\$19,425
Total:	\$544,425

Total Uses of Funds	
State Sponsored Professional Development	\$1,894,081
State Reading First Program Management and Technical Assistance	\$549,610
State Planning and Administration	\$544,425
State Subtotal	\$2,988,116
Flow thru Funds	\$11,920,699
Grant Award	\$14,908,815

*These tables reflect 1st Year costs. Changes will be made in other years reflecting reasonable annual cost increases.

III. STATE REPORTING AND EVALUATION

The MO READING FIRST program is designed to improve reading instruction and student achievement through the implementation of professional development activities for teachers and administrators, and through the implementation of an approved scientifically-based reading program. The Missouri Department of Elementary and Secondary Education (DESE) recognizes the critical role classroom assessment and program evaluation activities play if the goals of MO READING FIRST are to be successfully realized.

Upon approval of Missouri's Reading First application, DESE will obtain the services of a nationally recognized evaluation contractor through a competitive process. The chosen provider for evaluation services must furnish evidence that they have the capacity to conduct a large multi-year, cross-site evaluation program. In addition, they must demonstrate expert knowledge of SBRR either by their own experience or by the inclusion of nationally recognized consultants in their evaluation plan. The following discussion of evaluation questions, methods, and related activities represents the minimal expectations for the evaluation contractor.*

Any evaluation plan must be able to provide information on program implementation process and on program outcomes, or both formative and summative evaluation. Timely, relevant process information is needed to ensure the appropriate and effective implementation of the MO READING FIRST plan, both at local and state levels. Summative information is required to measure the achievement of the MO READING FIRST goals of significantly improving reading instruction and consequent reading achievement. As will be described below, implementation of all evaluation activities will be a collaborative effort of the evaluation contractor, LEA subgrant recipients, and DESE.

* The final plan may differ in details. The plan presented in this section is a template. The final evaluation plan will be a product of the contracted evaluators and DESE program managers. Thus this plan is offered as a description of the minimal types of questions and methods that will be finally asked and implemented.

Logic Model: An essential step for the evaluation plan is the development of a basic logic model that describes the elements of program implementation (inputs) and how they are connected to desired outcomes (outputs). An additional benefit of the logic model is it provides an explicit framework to guide the collaborations between participating stakeholders. The logic model for MO READING FIRST plan can be summarized in the following steps:

- The State of Missouri, through the Department of Elementary and Secondary Education, develops an organizational and management infrastructure in the state that can recruit and manage LEAs for MO READING FIRST participation.
- LEAs implement comprehensive reading programs that meet SBRR standards.
- LEAs receive professional development services and related support activities.
- Educators (teachers, administration, and other relevant instructional staff) increase their knowledge and skills of SBRR.
- Teaching practices in classrooms change to be aligned with SBRR.
- Student achievement in reading is measurably and significantly improved.

In this model there is an explicit sequence of activities, each of which requires conceptualizing what types of research questions must be asked, what types of data collection need to be carried out, and what types of analysis must be applied. The completeness and accuracy of the model will result in data collection and analyses which will describe, measure, and supply timely feedback to program participants about the implementation and outcomes of MO READING FIRST.

III. A. EVALUATION STRATEGIES

Research Questions: The MO READING FIRST evaluation plan will provide critical information for the effective implementation of the MO READING FIRST plan at both the state and local levels. It will also provide a clear and full accounting of the program's outcomes during intermediate and final phases of implementation. The process evaluation will focus on the quality and extent of evaluation activities at both the state and local level. The outcome evaluation is concerned with changes in teacher practice and knowledge (intermediate outcomes) and with improved student achievement in the area of reading (program goals). Each separate program activity can be associated with a set of exemplary research questions that guide investigation.

Each element in the logic model generates a number of research questions, and each question will be framed so answers can be obtained through reliable and verifiable methodologies (e.g.; types of data, instruments, and modes of analysis). What follows is a sample of the most important questions:

1. **The State of Missouri, through the Department of Elementary and Secondary Education, develops an organizational and management infrastructure in the state that can recruit and manage LEAs for MO READING FIRST participation.**
 - a. To what extent has DESE met MO READING FIRST requirements and implemented the program components detailed in their application?
 - b. What were the problems and issues for program development and implementation encountered by DESE? How were issues resolved? What issues remain?

2. LEAs implement comprehensive reading programs that meet SBRR standards.

- a. To what extent have individual LEAs met program requirements and implemented the program components described in its grant application?
- b. What have been the barriers to implementation? How have they been dealt with? What further resources, changes, or steps are needed?

3. LEAs receive professional development services and related support activities.

- a. How do LEA and school personnel rate the effectiveness of the following program components related to the provision of professional development services?
 - Leadership Training
 - School on-site training by Reading Coaches
 - Services of the MO READING FIRST Reading Specialist
 - Services of contracted professional development providers

4. Educators (teachers, administration, and relevant other instructional staff) increase their knowledge and skills of SBRR.

- a. To what extent do ongoing professional development activities improve educator's knowledge and skills that are consistent with SBRR?

5. Teaching practices in classrooms change to be aligned with SBRR.

- a. To what extent do changes in educators' knowledge and skills result in MO READING FIRST classrooms implementing SBRR based reading programs that include the content of the five essential components of reading?
- b. Did classroom teachers implement instructional designs that include:
 - i. Explicit instructional strategies
 - ii. Coordinated instructional sequences
 - iii. Ample practice opportunities
 - iv. Aligned student materials
 - v. Ongoing assessment
 - vi. Small flexible groups
 - vi. Dedicated blocks of reading time
 - viii. High levels of principal/district leadership
- c. To what extent can changes in educator knowledge and practice be correlated or associated with changes in student performance?

6. Student Achievement in Reading is measurably and significantly improved.

- a. What was the overall gain in student achievement? Does the amount of growth increase year after year?
- b. How did gains compare to comparison groups and/or previous years of K-3 classrooms?

- c. Does the proportion of students performing at or above grade level increase over time?
- d. Does the proportion of K-3 students in the top two categories of the Missouri Assessment Program (MAP) standardized test increase year to year? Do MO READING FIRST schools meet or exceed progress goals as defined by MAP?
- e. What is the effect of MO READING FIRST program, in terms of student achievement, on the performance of certain demographic groups (e.g., low income, racial/ethnic minorities, LEP)? Can measurable decreases in the gaps between more or less advantaged students be observed?
- f. Is there a reduction in special education referral rates in MO READING FIRST schools?
- g. Are there meaningful differences in outcomes associated with particular reading programs?
- h. What are the cross site differences in plan features, implementation, and outcomes between MO READING FIRST schools that show the strongest levels of improvement and those that show less improvement?

Methodology:

I. Process Evaluation

To construct an accurate and reliable narrative about program implementation issues at both the SEA and LEA levels, a variety of instruments will be developed by a professional outside evaluator in collaboration with DESE. Of primary importance will be structured reports, surveys, and interviews.

Using the research questions enumerated in the previous section as a guide, the following sections describe the broad outlines of how these instruments will be used. Final design and testing will be the responsibility of the outside evaluator and DESE representatives in the first months after the outside evaluation contract is awarded.

State Implementation: Questions 1a & 1b

Interviews and surveys of DESE staff who developed the grant program and administer MO READING FIRST and the professional development trainers. The instruments will be structured so that the respondents can describe progress and barriers to program design and implementation. They will be asked to identify resources and program changes necessary to support successful implementation. They will be first administered in May/June 04 and annually thereafter.

Local District Implementation: Questions 2a & 2b

Structured reports will be developed for district supervisors and building leaders to complete for the MO READING FIRST Coordinator at the state level. Observations for the reports will also be collected from the regional trainers. The goal of the survey is to provide timely information for state and local personnel responsible for the implementation of MO READING FIRST. Information will be collected documenting progress in implementation of the local plan, barriers to implementation, and needs for improvement at each individual school. Specific information will be gathered about annual plans for professional development training and technical assistance.

Local District Implementation: Question 3a

A Participant Survey will be developed and tested for all the participants (principals, teachers, support staff, etc.) who receive professional development services in the MO READING FIRST program. In addition to information about successes and barriers to implementation, this survey will gather information about participant's perceptions of the usefulness of the training program, as well as the effectiveness of Regional Facilitators, Reading Specialists, and contracted professional development providers.

II. Outcome Evaluation:

Ultimately the effectiveness of MO READING FIRST will be assessed on the measurable changes over time of intermediate goals that are logically tied to final outcomes. Intermediate goals for MO READING FIRST include improved levels of educator knowledge and skills of SBRR, successful implementation of comprehensive reading programs, and positive changes in teachers' classroom practices. All of the previously discussed implementation and intermediate outcomes are directed at the ultimate program goal of improved student achievement in reading. The primary outcome measuring instruments are the assessment tools described in the section "Assessments" (pp 31-35). They include classroom assessments for screening, diagnosis, monitoring, and outcomes related to the comprehensive SBRR reading program, standardized tests, and the statewide MAP tests that are administered to 3rd grade annually. In addition to standardized tests and assessments, Missouri will make use of instruments, described below in relevant sections, to measure changes in knowledge, skills, and practice.

Assessment information will be collected early in the first year of the program to provide baselines and at regular intervals thereafter. The information gathered and analyzed during intermediate stages of the program will be used to monitor progress of individual LEA plans, and to guide responses to situations at schools that are having difficulty meeting standards.

Changes in educator's knowledge and skills: Question 4a

The training consultants, in collaboration with the outside evaluator, will be responsible for developing and implementing pre/post measures of knowledge and skills related to SBRR for regional MO READING FIRST Facilitators, Reading Specialists and other participants at the State sponsored training. The Professional Development providers will work with evaluators to apply those instruments to local trainings for LEA instructional and administrative support staffs. These instruments will be constructed so they can be used to measure short-term changes in knowledge and skills, and at some future time (e.g.; one year after training) measure long-term gains. In addition, the results will be in a form that can be used to correlate changes in knowledge and skills with changes in student achievement.

Changes in Classroom Teaching Practices: Questions 5a, 5b, & 5c

Two different types of instruments will be applied to measuring changes in teachers' practices in the classroom in order to monitor and validate the alignment of classroom practice to SBRR.

1. A self-reporting survey will be completed by participating instructional staff pre/post program implementation and at annual intervals to measure progress. This instrument will be designed and administered by the outside evaluators and program managers from DESE. Its primary function will be an assessment tool for schools to use as part of their program preparation and orientation to MO READING FIRST. Because it will include an assessment of classroom practices, it has a value for evaluation.

One example of a self-reporting instrument is the *Planning and Evaluation Tool for Effective Schoolwide Reading Programs* (Kame'enui & Simmons, 2002). This is a template for teachers and administrators to provide structured information on their views of the quality of their reading program including: Goals, Objectives, and Priorities; Assessment System; Instructional Program and Materials; Instructional Time; Differentiated Instruction; Administration/Organization; and Professional Development.

2. The information developed from the self-reporting instrument will be compared to classroom observations to document the degree to which classroom practices reflect SBRR. The instrument will be developed to allow for correlations between self-reports and external observations. It will be implemented as part of the assessment and

preparation process as soon LEAs have had their MO READING FIRST applications approved (projected to be April 2004), or before any Reading First activities begin. The instrument would also be applied post-program to measure progress and change.

A model of an observation system is the *Early Language and Literacy Classroom Observation* (ELLCO), a research tool developed by staff at the Early Development Center of the University of Massachusetts (Smith, 2002). This tool has been field tested for reliability and validity and is applicable to SBRR. Observers would be drawn from people who currently serve as literacy/reading specialists in state programs that are based on SBRR (e.g., Missouri Reading Initiative Trainers). Observers will be provided training in the use of the instrument and given a specific number (3) of practice administrations in classrooms to insure consistency and proficiency.

The outside evaluator and DESE project managers will be responsible for aligning the self-reporting and the external observational tools. DESE MO READING FIRST managers will be responsible for explaining the assessments to LEAs and facilitating their cooperation.

Student Achievement: Questions 6a-g

Student achievement in reading is the ultimate goal of MO READING FIRST. As described in the previous Assessment Section, the measures of student achievement will serve a variety of functions including screening, diagnosis, monitoring, and outcomes. The first three functions are primarily meant to be used to inform classroom practice and instruction, providing information on individual students' strengths and weaknesses. All the quantitative assessment tools will be the basis for determining the ultimate outcomes of MO READING FIRST over time as they provide the information necessary to evaluate student improvement, for making comparisons between groups of students, and for correlating with changes in teachers' knowledge level, skills, and classroom practice. In addition the combination of these results will provide a strong dataset upon which to build a convincing narrative describing the effectiveness of the MO READING FIRST plan.

The first step in the outcome evaluation process will be to collect baseline information about student achievement. Demographic and test score data about the K-3 students at participating schools from the *year previous* to initiating their MO READING FIRST plan will be collected. This will form the comparison group for the evaluation and be a significant element in making summative conclusions about the effectiveness of both the general MO READING FIRST model and the local districts' plan implementations.

The variables about which data will be collected will include:

- Student ID
- School ID
- Teacher ID
- Age
- Gender
- Enrollment Date
- Free and Reduced Lunch Status
- Race/Ethnicity
- Family Type
- IEP Status and Type
- LEP Status
- Standardized Test Scores (including MAP for 3rd graders)

This data will also be collected on all students who enroll in the school during the duration of its participation in MO READING FIRST. Assessment tools that are initiated as a result of the implementation of MO READING FIRST will be collected on an annual basis to provide both short and long term pre-post measures of student achievement.

Several kinds or levels of outcome analyses, ranging from the individual student to performance trends on the MAP standardized tests, will be developed from all the assessment data.

- A pre-post comparison of student performance on all the instruments, both short and long term depending on the instrument.
- Year to year changes of student performance aggregated by classroom, grade level, and school will be calculated.
- MAP Reading and Communication Arts scores will be evaluated for each year's 3rd graders.
- Comparative performance trends will be calculated for different demographic groups including racial/ethnic groups, gender, high vs. low mobility, etc.
- Rates of special education referrals will be tracked and performance measured over time and in comparison to the general population of students.
- Correlations of educator knowledge, skills, and practice with student outcomes.
- Measurement to be applied to performance goals set by LEAs in their plans and approved by SEA program management.
- Measurement of progress of state Adequate Yearly Progress Goals. Missouri defines Adequate Yearly Progress as a certain percentage increase in the highest two categories of its MAP Reading and Communication Arts categories. The performance standard for MO READING FIRST is all children reading at or above grade level by 3rd grade.

Evaluation Technical Assistance:

The evaluators and the DESE project managers will provide technical assistance to participating schools with regards to data collection. This will include regional trainings and follow-up site visits to help schools locate, collect, and transmit data to the program evaluators. This includes the establishment of a universal structure for the dataset, instruction in the use of tools for storing data, and related topics. LEAs will be required to provide a liaison between their district and participating schools that will be responsible for implementing the evaluation plan at the local level.

Evaluation Activities and Timeline:

Year 1 (9/03-8/04)

September 2003-December 2003

- Outside Evaluation Contracted by December 15, 2003
- MO READING FIRST Trainer Knowledge and Skills Pre/Post trainings fall 2003

January 2004 – July 2004

I. Process Evaluation:

State implementation

Design Interview protocols for state staff: January-March 2004

Develop survey for state staff: January-March 2004

Conduct interviews/surveys: April-June 2004

LEA Implementation

Design report protocols for LEAs to SEA: January-March 2004

Design Participant Survey: January-March 2004

* The timelines assume that Missouri Reading First will be funded by 9/30/03 and that LEAs will be chosen and begin to receive funds by 4/04.

^a These trainings will also be attended by DESE, RF management, and other state providers of professional development

II. Outcome Evaluation:

- Educator knowledge and skills
 1. Design pre/post training instrument: January-March 2004
 2. Implement training assessment at Summer Academies and on-going workshops. August 2004
- Classroom Practices
 1. Finalize design of observation instrument: January-March 2004
 2. Implement self-assessment instrument at schools: April-June 2004 (Appendix D)
 3. Hire and train classroom observers: January-March 2004
 2. Conduct Observations: April-June 2004
 3. Compare and contrast observations with information from self-reported assessments
- Baseline data
 1. Collect baseline demographic and test score data: April-August 2004
 2. Conduct regional meetings to provide technical assistance for LEAs with regards to data collection: April-June 2004
 3. Site visits, as required, to provide technical assistance

III. Data Analysis and 1st Annual Report: June-August 2004.

**Evaluation Activities and Timeline:
Years 2-6 (9/04-9/09)**

I. Process Evaluation:

- State Implementation. Annual interviews and surveys of DESE managers, MO READING FIRST trainers, and hired consultants tracking barriers and supports for state implementation.
- Local Implementation:
 1. Annual LEA reports at end of school year
 2. Annual Participant Surveys in April and May

II. Outcome Evaluation:

- Educator Skills and Knowledge
 1. Annual post-test of previous workshop participants
 2. Pre/Post-Tests of new workshops
- Classroom Practices
 1. Annual observations to measure progress
 2. Annual self-assessment report to measure progress
- Student Achievement
 1. Update test scores
 2. Implement classroom assessments according to schedule
 3. Collect demographic, baseline test scores, and control variable data for all new students

III. Data Analysis and 2nd - 6th Annual Reports: Summer months

III. B. STATE REPORTING

Required information about funded schools will be sent to the United States Department of Education each year as soon as grant awards are made. Missouri will also submit the required annual report to

the US Department of Education. At the end of the third year of MO READING FIRST, DESE will submit a midpoint progress report describing the achievement of students served by the MO READING FIRST program. The annual report will include implementation evidence, achievement gains, program effectiveness, and statewide information about reducing the numbers of students who read below grade level. The midpoint progress report will be submitted within sixty days of the termination of the third year of the overall grant period. The report will include statewide data about the number of students reading below grade level in grades one through three. The report will also include information about the number of students in districts and the state who are reading above grade level. Disaggregated information about reading levels will also be included.

III. C. PARTICIPATION IN NATIONAL EVALUATION

The Missouri Department of Elementary and Secondary Education agrees to participate in the national evaluation of Reading First, as well as participate in the identification of comparison LEAs for use in the national evaluation of Reading First. Funded LEAs and schools will be required to submit a statement of assurance that they are willing to participate in the national evaluation.

IV. CLASSROOM-LEVEL IMPACT

All of the facets of Missouri's plan for the implementation of MO READING FIRST will result in research-based reading instruction. Implementation will be guided and supported by effective professional development and technical assistance that will help all primary teachers and K-12 teachers of special needs students to become effective teachers of the essential components of MO READING FIRST. Teachers will also become skilled in the use of classroom-based assessments to monitor student progress, to plan their instruction, and to guide appropriate interventions for any child who begins to fall behind. Much of the professional development will be classroom-based and provided by Reading Coaches on-site who will model appropriate instruction and will support MO READING FIRST teachers in improving their own instruction of students. MO READING FIRST teachers will collaborate with colleagues and share their successes.

IV. A. KEY READING FIRST CLASSROOM CHARACTERISTICS

Scientifically based reading research provides clear and high expectations for all students in MO READING FIRST classrooms. This research guides outcomes and accountability for each grade level to be clearly established within the school and classroom and clearly communicated to the entire staff as well as parents and community.

Although many other factors influence a child's achievement, findings in SBRR provide clear guidelines for instructional strategies that allow for monitoring, intervening and accelerating student progress in all but a few students with severe learning disabilities. (*Teaching Reading IS Rocket Science* 1999). Catherine Snow's study outlined in *Unfulfilled Expectations* (Harvard U. Press, 1991) presents findings that high quality classroom instruction can be effective even for children with minimal home support. MO Reading First is confident that Reading First classrooms will be models of effective reading instruction for all students.

Missouri's Reading First comprehensive approach to teaching reading is designed to improve the early reading achievement of children. Teachers and administrators in MO READING FIRST schools and classrooms will:

- use scientifically based reading research and the essential components of reading instruction to serve kindergarten through third grade children.
- use valid and reliable tools for screening, diagnostic, progress monitoring and outcome assessment.

- use skills learned in research based professional development on SBRR to expand skills in instruction and assessment that are necessary to develop proficient readers in kindergarten through third grade.
- become part of a statewide infrastructure to improve reading instruction and reading achievement.
- assist in building the capacity of Missouri educators to provide SBRR instruction to all of Missouri's children.

Missouri Reading First classrooms will provide all students systematic and explicit instruction in the five essential components of reading by skilled teachers. Every MO READING FIRST classroom will implement a high-quality comprehensive reading program based on scientifically based research that includes instructional content based on the five essential components of reading.

Instruction in MO READING FIRST classrooms will provide a comprehensive approach to teaching reading that clearly identifies instructional sequences from one grade level to another. This comprehensive approach will be used to address the learning needs of all students and will be aligned with Missouri's Communication Arts Standards and Grade Level Expectations. Student's progress toward becoming proficient readers will be continuously monitored so instruction can be differentiated to meet the needs of all children and so that children who begin to fall behind will receive immediate intervention.

MO READING FIRST schools and classrooms will implement a high-quality reading program that demonstrates:

- a coherent instructional design that includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials.
- a protected, dedicated block of time for reading instruction of at least 90 minutes.
- clear expectations for student reading achievement and clear strategies for monitoring progress.
- small group instruction as appropriate to meet student needs, with flexibility to move students as indicated by progress monitoring.
- active student engagement in a variety of reading activities, which are connected to the essential components of reading and to clearly articulated academic goals.
- differentiated instruction designed to bring all children to grade level with appropriate scientifically based intervention strategies aligned with classroom instruction.

MO READING FIRST classrooms will include:

- a. Implementation of a high-quality reading program based on scientifically based research that includes instructional content based on the five essential components of reading.**

The National Reading Panel Report (2000) findings from scientifically based reading research identified five essential elements of effective reading instruction. MO READING FIRST schools will provide explicit and systematic instruction in each of these five areas.

Implementation of the five essential elements in every MO READING FIRST classroom will be ensured through a critical review of the core reading program – which must be based on scientifically based reading research, the use of materials and available supplemental materials – which must also be based on scientifically based reading research, and the high-quality ongoing professional development based on scientifically based reading research which has been designed to prepare coaches, classroom teachers and teachers of reading in the implementation of all the essential components of reading.

1. Phonemic Awareness - Classroom Application

Classroom teachers in MO READING FIRST schools will implement instructional strategies based on the following findings from scientific research on phonemic awareness. Phonemic awareness:

- can be taught and learned.
- instruction helps children learn.
- instruction helps children spell.
- instruction is most effective when children are taught to manipulate phonemes by using letters of the alphabet.
- is most effective when it focuses on only one or two types of phoneme manipulation rather than several types.
- instruction will include 5 – 20 total hours of systematic instruction as demonstrated to be optimal in NRP findings.
- instruction will be carefully monitored for its appropriateness to the students' level of literacy development and ordered from easy to hard depending on the type of phonemic manipulation, the number and phonological properties of the phonemes, whether the words are real or pseudo, and whether letters are included.

MO READING FIRST schools will focus on screening and diagnosing children's proficiency and emphasizing phonemic awareness as a part of a comprehensive reading program. The most effective phonemic awareness instruction provides explicit and systematic instruction in small groups. Teachers will assess student phonemic awareness at the beginning of kindergarten and first grade, using the information to group students according to their instructional needs.

MO READING FIRST teachers will use phonemic awareness instruction that reflects methods of teaching based on scientific research. Phonemic awareness will be systematically and explicitly developed through teacher modeling of sounding, blending, and segmenting of sounds in words and integrated practice of these skills. Students will practice and learn how to manipulate sounds to make new words and connect the sounds to print. Children will use letters to manipulate the phonemes in order to make a transfer to reading and writing. Instruction methods will include oral language interaction involving discussion, poetry and rhyme. Teachers will recognize that the focus on phonemic awareness will help learners use the alphabetic system to read and write. Making connections to letters will be stressed along with explicit instruction on how phonemic awareness skills support reading and writing tasks.

2. Phonics - Classroom Application

Classroom teachers in MO READING FIRST schools will implement instructional strategies based on the following findings from scientific research on phonics instruction. Systematic and explicit phonics instruction:

- is more effective than non-systematic phonics instruction.
- significantly improves children's reading comprehension.
- significantly improves kindergarten and first grade children's word recognition and spelling.
- is effective for children from various social and economic levels.
- is extremely beneficial for young children who are having difficulty learning to read and who are at risk for developing future reading problems.
- is most effective when introduced early.
- will identify a full array of letter-sound correspondences including long and short vowels, vowel and consonant digraphs, initial blends and final stems.

- helps students to relate letters and sounds, break spoken words into sounds, and to blend sounds to form words.
- helps students understand why they are learning the relationships between letters and sounds.
- helps students apply their knowledge of phonics as they read words, sentences, and text.
- helps students apply what they learn about sounds and letters to their own writing.
- can be adapted to the needs of individual students, based on assessment.
- provides materials and ample time to practice using the specific letter sound relationships they are learning.
- is organized into a logical instructional sequence.

Systematic and explicit phonics instruction will be implemented as part of a comprehensive reading program that enables students to become fluent, proficient readers who comprehend what they read. MO READING FIRST schools will begin phonics instruction in kindergarten and will continue into first grade. Two years of phonics instruction is sufficient for most students. Second grade will finalize phonics instruction except for those students that demonstrate a continuing need. The phonics instruction for students in third through fifth grade will focus on improving their reading of words and oral reading of texts. Phonics may be taught effectively to the whole class, to small groups or to individual students depending on the needs of students and the number of adults working with them. Assessment will be used to inform instruction and monitor progress. Materials will be leveled and may be chosen for their interest to children or their literary value, as well as the opportunity they provide for practice of what children are learning.

3. Vocabulary Development - Classroom Application

Classroom teachers in MO READING FIRST schools will implement instructional strategies based on the following from scientific research on vocabulary development:

- Children learn the meanings of most words indirectly through everyday experiences with oral and written language.
- Teachers will provide engaging conversations through daily oral language with repeated use of the vocabulary; will read aloud daily pausing to define unfamiliar words and engaging the children in conversation about the book; and will provide motivation for children to read extensively on their own which aids in exposure to new vocabulary. Some vocabulary must be directly taught.
- Direct instruction strategies will include explicitly taught individual words and word learning strategies such as using word parts.
- Multiple exposure of vocabulary items will be provided.
- Children will be taught to use dictionaries and other reference aids to learn word meanings, how to use information about word parts and how to use context clues to determine word meanings.

There is a high correlation between vocabulary instruction and reading comprehension. Teachers at MO READING FIRST schools will assess the vocabulary development of their students and use the results to plan vocabulary instruction. Words to be taught will be chosen carefully with 8-10 being taught per week. Teachers will work with students to develop listening, speaking, reading, and writing vocabulary through both methods mentioned above.

4. Reading Fluency - Classroom Application

Teachers in MO READING FIRST schools will implement instructional strategies based on the following from scientific research on fluency:

- Fluency provides a bridge between word recognition and comprehension.
- Fluent readers recognize words and comprehend at the same time.

- Fluency develops gradually over time and through substantial practice.
- Fluency changes depending on what is being read, familiarity with the words, practice.
- Low levels of fluency affect many student's reading comprehension.
- Monitoring of oral reading provides important indicators of fluency.
- It is important to provide instruction and practice in fluency.
- Four rereadings usually leads to fluency.

Isolated word recognition is a necessary, but not sufficient condition for fluent reading. Reading automatically and fluently indicates that what is read is understood.

Students in MO READING FIRST classrooms will receive explicit and systematic instruction in fluency. Students will practice building fluency at their independent reading level. Poetry and patterned text are most fun for students to read aloud. Students will be guided and given feedback for developing fluency. They will receive additional practice through student-adult reading, choral reading, tape-assisted reading, partner reading, and readers' theater.

Teachers in MO READING FIRST classrooms will use instructional reading time to model fluent reading and to provide specific guidance toward fluency. Children will be encouraged to use materials from classroom, school and community libraries, and read on their own at home and in other settings.

5. Comprehension - Classroom Application

Classroom teachers in MO READING FIRST schools will implement instruction based on scientifically based research on comprehension that includes teaching students specific comprehension strategies such as:

- Comprehension can be improved by instruction that helps readers use specific comprehension strategies.
- Students who are good at monitoring their comprehension know when they understand what they read and when they don't.
- Good readers think about and control their reading.
- Students can be taught to use comprehension strategies.
- Effective comprehension instruction can be accomplished through cooperative learning.
- Effective instruction helps readers use comprehension strategies flexibly and in combination.
- Comprehension should be emphasized early.
- Teachers modeling and thinking aloud can help students learn and apply comprehension strategies.

Teachers in MO READING FIRST classrooms will provide explicit instruction in comprehension strategies, including telling students why and when they should use the strategies, what strategies to use, and how to apply them. These strategies will enable the teacher to involve students in their own learning (Mier, 1984). These will include the development of an awareness of a reader's own cognitive processes involved in understanding text; "think aloud" modeling by the teacher of the actions a reader can take to comprehend material; and opportunities for readers to have ample practice to achieve a gradual internalization and mastery of applying those strategies. Teachers will use direct explanation, modeling, guided practice, and independent application. Readers will be supported in coordinating the use of several strategies to assist comprehension. Instructional techniques such as reciprocal teaching, questioning and summarization will be taught and practiced. Teachers may use cooperative learning groups to practice strategies until students can apply the strategy independently. Strategies will be taught flexibly and in context of both narrative and expository text in a wide variety of genre. Methods will include direct explanation in which the teacher

explains and models specific strategies. Students apply those strategies to problem solving situations involving text and transactional instruction. The teacher acts as a facilitator as students collaborate to interpret text.

b. Coherent instructional design that includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials.

MISSOURI READING FIRST classrooms will support the five essential components of reading through attention to a coherent instructional design including:

Explicit Instructional Strategies: Explicit and systematic instruction in the five essential components of SBRR will be provided as the core of Missouri's comprehensive Reading First Program. Strategies will include:

- Phonemic Awareness (about 20 hours per year for most students)
 - Identifying and making oral rhymes
 - Identifying and working with syllables in spoken words
 - Identifying and working with onsets and rhymes in spoken syllables or one syllable words
 - Identifying and working with individual phonemes in spoken words
 - Categorizing differences and similarities in a set of three or four words
 - Combining phonemes to form a word
 - Breaking a word into separate sounds
 - Recognizing the word that remains when a phoneme is removed from a word
 - Making a new word by adding a phoneme to an existing word
 - Substituting one phoneme for another to make a new word
 - Making the connection between phonemic awareness and reading
- Phonics (about 2 years of phonics instruction for most students)
 - Converting letters or letter combinations to sounds and then blending the sounds together to form words
 - Analyzing letter-sound relationships in known words
 - Using parts of word families they know to identify words they don't know
 - Segmenting words into phonemes and making words by writing letters for phonemes
 - Learning letter-sound relationships during the reading of text
 - Identifying the sound of the letter or letters before the first vowel in a one-syllable word and the sound of the remaining part of the word
 - Making the connection between learning about the relationship between letters and sounds
 - Practicing what was learned about letter-sound relationships in what is being read
- Fluency
 - Repeated and monitored oral reading of relatively short passage
 - Receive carefully designed feedback on oral reading modeling by the teacher of fluent reading
 - Rereading by the student (4 repeats usually leads to fluency)
 - Explaining the connection between fluency and comprehension
 - Choral reading
 - Tape assisted reading
 - Partner reading
- Vocabulary
 - Engage in daily oral language and conversation
 - Listen to adults read

- Engage in independent reading
- Learn specific words that will be encountered in reading
- Use new words in various ways and contexts over time
- Use dictionaries and other reference aids
- Use information about word parts to figure out the meaning of words in text
- Use context clues to figure out word meanings
- Develop word consciousness
- Become aware of usages, word origins, or history
- Comprehension
 - Identify what is understood, what is not understood
 - Restate the difficult passage
 - Reread the text looking for helping information
 - Look forward in the text
 - Use graphic organizers
 - Answer guiding questions
 - Ask questions
 - Summarize a text
 - Teacher thinks aloud
 - Practice using strategies until they can be applied independently
 - Use a combination of comprehension strategies
 - Make use of prior knowledge
 - Use mental imagery

Coordinated Instructional Sequences: Will include a clear program of instruction for each grade level as described below.

Kindergarten

- Phonemic awareness instruction progressing from rhyming and sound blending to segmentation and manipulation.
- Explicit and systematic skills instruction.
- Addition of letter-sound correspondence after students demonstrate early phonemic awareness.
- Association of sounds with letters and using that association to decode and read simple words.
- Recognizing important non-decodable words and high utility words.
- Modeling and systematically reviewing the critical skills of literal comprehension, recognizing the main idea, retelling and summarization.
- Passage reading containing words comprised of letter-sounds, word types and irregular words that have been previously taught.
- Reading comprehension instruction beginning with linguistic units appropriate for the learner, using familiar vocabulary, using a topic with which the learner is familiar and using simple syntactical structures.
- Guiding students through sample text to identify components and discussing the elements orally and making comparisons with other stories.
- Using both narrative and expository text.
- Providing frequent and rich opportunities to listen to and discuss stories and informational text to extend understanding and vocabulary.

First Grade

- Progressing from identifying individual sounds and their position within words to producing the sound and adding, deleting, and changing selected sounds.
- Aligning phonemic awareness activities with those used in reading.
- Modeling and providing repeated opportunities to read words in contexts in which students can apply their knowledge of letter-sound correspondences.
- Providing instruction in word families and word patterns and teaching students to process larger, highly represented patterns to increase fluency in word recognition.
- Recognizing important non-decodable words and high utility words.
- Introducing retelling stories using the setting, characters and important events.
- Introducing fluency practice and building toward a 60 word per minute fluency goal by the end of first grade

Second Grade

- Teaching advanced phonic-analysis skills explicitly.
- Teaching the transference of skills from one word type to another.
- Sequencing words and sentences strategically to incorporate known phonics units.
- Providing controlled practice in which students can apply newly learned skills and opportunities for students to read words in context.
- Incorporating spelling to reinforce word analysis and make a clear connection between decoding and spelling.
- Selecting words that are used frequently and sequencing high-frequency irregular words in grade-appropriate literature and informational text.
- Providing instruction of specific concepts and vocabulary essential to understanding text and exposing students to broad and diverse vocabulary through listening and reading.
- Teaching strategies for determining word meanings through the use of prefixes, suffixes and roots.
- Providing fluency practice and building toward a 90 word per minute fluency goal by the end of second grade.
- Teaching explicit strategies to understand informational text, interpret information, locate facts and details, and recognize cause and effect relationships.
- Cumulatively building a repertoire of skills and strategies.

Third Grade

- Teaching word parts first and then building toward incorporating words into text.
- Teaching strategies to decode multi-syllabic words and to read all words more fluently.
- Providing explicit explanations, including modeling and guided reading.
- Teaching dictionary usage.
- Providing materials for using context to understand the meaning of unfamiliar words.
- Providing fluency practice and building toward a 120 word per minute fluency goal by the end of third grade.
- Explicitly teaching comprehension strategies.
- Using text in which the main idea or comprehension unit is explicitly stated, clear and in which the ideas follow a logical order.

- Progressing to more complex structures in which main ideas are not explicit and passages are longer.
- Cumulatively building a repertoire of skills and strategies that are introduced, applied and integrated over the course of the year.

Aligned student materials: Core Reading programs, supplemental and intervention materials and assessments will be aligned with SBRR and the five essential components.

c. Ongoing Use of Assessments that Inform Instructional Decisions.

Students in MO READING FIRST classrooms will be screened as they enter the classroom to determine what skills they have mastered and what skills need to be developed during the year. DIBELS or ERDA-R will be used for this purpose.

One of the cornerstones of MO READING FIRST classroom assessment will be progress monitoring to inform instruction. The DIBELS and ERDA-R will be used for progress monitoring. These may be used more often to assess progress of students in the “at risk” category. Training will be provided in use of these assessments. Progress will be monitored on a routine basis and instruction will be adjusted for each child based on their progress.

Another cornerstone of assessment will be the ERDA-R as a diagnostic tool. It will be used in the fall and when problems become apparent. It assesses phonological awareness, alphabetic principles, word recognition, oral reading accuracy, and comprehension. The newest revision makes it easier to administer and score. The results will be used to plan instruction for individual students. Informal assessment will also be used on a daily basis to monitor progress and inform instruction for each student. Decisions will be made about each student's needs. Additional instruction will be provided or additional opportunities to apply and practice what is being learned will be provided.

d. Protected, dedicated block of time for reading instruction.

MO READING FIRST classrooms will have a minimum of at least 90 minutes daily of uninterrupted, direct teaching of reading. In MO READING FIRST schools, this will be clearly defined with class schedules and daily lesson plans providing documentation of implementation.

e. Clear expectations for student reading achievement and clear strategies for monitoring progress.

Through extensive curriculum alignment activities, Missouri schools have developed expectations of student achievement at each grade level using Missouri Show Me Standards and grade level expectations along with district reading/language arts frameworks. When those expectations are examined through progress monitoring, teachers will have a clear understanding of which students are progressing in a satisfactory manner and which students need more instruction or more practice in order to achieve the grade level expectations.

f. Small group instruction as appropriate to meet student needs, with placement and movement based on ongoing assessment.

Instruction must be differentiated to provide each student, based on assessment of progress and diagnosis of difficulties, the opportunity to become a proficient reader. Teachers will place students in flexible instructional groups and pace instruction according to their needs. Small group teacher-directed instruction will take place during a significant portion of the day. Ongoing progress monitoring will allow for students to be grouped to best fit their needs. Grouping will also involve whole class, pairs, and one-on-one, depending on the instructional need and focus. A variety of reading activities will alternate between direct instruction, guided practice and independent practice at appropriate levels. Interaction of teacher and students will be focused on learning with little time having to be spent on management issues due to teacher training in this area. The pacing and

content skill emphasis will vary depending on student needs. Groups will be changed as students master skills so that student's needs are met in a flexible way. Title I teachers and Special Education resource teachers will work with students on skills/content that will help them keep pace or catch up with other students.

g. Active student engagement in a variety of reading-based activities, which are connected to the essential components of reading and to clearly articulated academic goals.

During reading instruction students will be engaged in a variety of reading based activities that are clearly driven by assessment and connected to standards of achievement. Because students take many different pathways to learning, many of these strategies will be interactive. These strategies will tie together the five core reading components in multiple and repeated reading, writing, speaking, and listening activities. Reading First classrooms will have classroom libraries that include five or more books per child and a wide variety of other print materials (e.g. magazines, newspapers). Reading First classrooms will collaborate with the school library for classroom needs, and technology resources including educational reading and writing software, internet-based classroom resources, and audio and visual tapes. This collaboration will support independent reading and practice that appeals to the varying interests of children.

h. Instruction is designed to bring all children to grade level, with appropriate, scientifically based intervention strategies aligned with classroom instruction designed for students not making sufficient progress.

A student who is struggling may benefit from working in a smaller group or need additional time to acquire specific skills. Struggling students will be given explicit, intensive instruction focusing on their individual strengths and weaknesses. Interventions for struggling readers will include the components of phonemic awareness, phonics instruction, vocabulary, fluency and comprehension that have been found successful with low-achieving readers in studies cited in the NRP.

Preventing Reading Difficulties (1999) research will also be considered in MO READING FIRST classrooms which include: appropriate duration of intervention (usually daily for an extended period); an increased amount of instructional time; careful attention to appropriately leveled materials, and carefully planned assessments. Synthetic phonics will be a special focus for intervention which the NRP report found helps both students with learning disabilities and low achieving students who are not disabled, and with low socioeconomic status students.

Intervention for improved fluency will include additional guided oral reading opportunities for struggling readers. Guidance from teachers, peers, and parents have a significant and positive impact on word recognition fluency, and comprehension across a range of grade levels.

Children who are struggling readers may need assistance in developing a larger vocabulary. If a printed word is part of the reader's oral vocabulary, the reader will understand it in written text. The larger the reader's vocabulary the easier it is to make sense of text. Successful intervention may involve more time on word study than children with larger vocabularies may need. The use of computers in vocabulary instruction interventions may be very helpful. Substituting easy words for more difficult words in text can assist low-achieving students. Repetition and multiple exposures are helpful to all students in vocabulary instruction and low achieving students benefit from additional exposure during interventions.

The first four essential components of SBRR are critical to a reader's ability to comprehend what they read. Struggling readers may also benefit from additional intervention with specific comprehension techniques taught through an interactive process with the teacher, another adult, or a peer.

Discussions of the story structure, summarizing what they learned, and reading to find answers to specific questions may all help struggling readers. Teaching reading comprehension strategies to students at all grade levels is complex and the most experienced skilled teachers will be used to teach comprehension strategies to struggling readers.

IV. B. COHERENCE OF MO READING FIRST

The MO READING FIRST program will allow a significant impact to be made in the quality of reading instruction in participating districts and schools. Schools of high poverty and low achievement can especially be affected by the high standards and high support this plan outlines. Since some support will be available to unfunded schools and because success breeds success, it is expected that SBRR will be implemented in all Missouri elementary schools within six years of Missouri receiving the funding.

State goals for MO READING FIRST are strongly supported by Governor Robert Holden, Commissioner D. Kent King, as well as all divisions of the Missouri Department of Elementary and Secondary Education. Though the "No Child Left Behind Act" (2001) directs states to focus on assessment in grades 3-8, the Reading First Program enables LEAs to begin the screening, diagnosis and monitoring of students at the K-3 level to assist teachers in planning and implementing instruction that yields high reading achievement outcomes for students.

MO READING FIRST provides an infrastructure that is consistent, comprehensive, long-term, and research based. It serves as a model for all schools statewide by incorporating research-based content, instruction, and professional development. MO READING FIRST affords Missouri the opportunity to coordinate activities among all stakeholders in the state with a vested interest in improved reading achievement for all Missouri students. Statewide, the MO READING FIRST process will provide extensive information for future decisions on educational policy, implementation, assessment, and professional development focused on having all children be successful readers by the end of third grade. In order to facilitate *statewide impact*, all state supported staff who are delivering professional development on a statewide basis will be trained in SBRR so that a consistent message will be delivered to Missouri educators.

All MO READING FIRST activities will be *integrated and coordinated* to ensure that each activity supports the others in a seamless, effective manner. The Reading First Management Team and the MO READING FIRST Project Liaison and Program Manager will coordinate the professional development efforts. Readers secured through the help of NCREL will review LEAs applications to ensure they meet criteria for MO READING FIRST funding and the Federal Discretionary Grants' staff will actively review school implementation to ensure that they are doing what their approved plan said they would do.

The MO READING FIRST program will require school districts to target their state and federal resources toward the goal of having all children read on or above grade level by the end of third grade. MO READING FIRST will provide professional development and support to districts to establish or expand reading programs based on scientific reading research for students in kindergarten through third grade. Through technical assistance, schools will be guided through an examination of their reading programs to align them with state standards and scientifically-based reading research. Professional development will include K-3 classroom & ESL teachers, K-12 special education and Title I teachers to ensure *all* teachers will have the skills to effectively teach reading based on scientifically-based reading research. Facilitators and Reading Specialists will provide technical assistance and support to help the schools provide effective instruction through the use of Reading Coaches and current materials and methodology based on scientifically based reading research.

Missouri Reading First

All classroom, Title I, Special Education, ESL teachers, and any other instructors will teach the same SBRR content methods, and instructional sequences so that students benefit from a seamless, focused learning experience.

The Reading Specialists and coaches will provide opportunities for Special Education, Title I, ESL, K-3 classroom teachers, and other instructors to meet to discuss these scientifically based reading research intervention strategies for all students.

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